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NUAL

CATALOG

1959-1960

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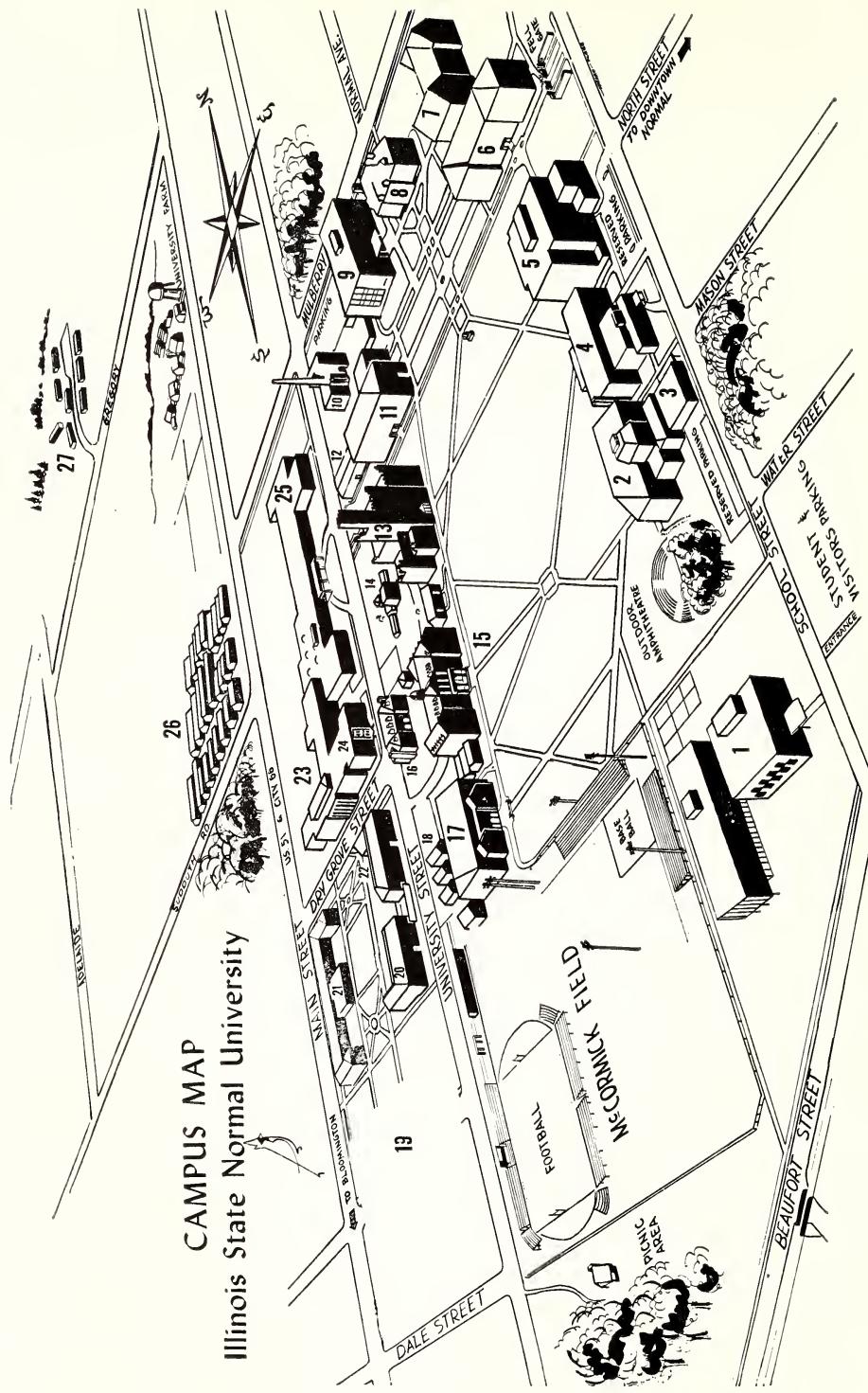
**ILLINOIS
STATE
NORMAL
UNIVERSITY**

BULLETIN

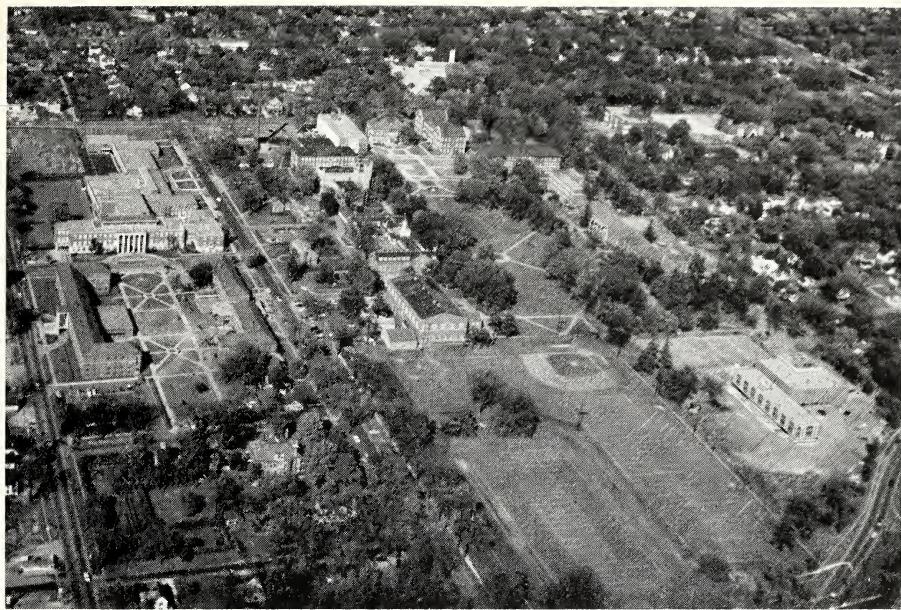
UNDERGRADUATE

CAMPUS MAP

Illinois State Normal University



1. Centennial Building
2. Milner Library
3. Textbook Service
4. Student Union
5. Administration Building
6. University High School
7. Fehnley Hall of Science
8. North Hall
9. Schroeder Hall
10. Heating Plant
11. Industrial Arts Building
12. Industrial Arts Annex
13. Cook Hall
14. Green House
15. Fell Hall
16. Home Management House
17. McCormick Gymnasium
18. Federal Buildings
19. Site for New Women's Residence Halls
20. Dunn Hall
21. Walker Hall
22. Barton Hall
23. Fairchild Hall
24. Health Service
25. Metcalf School
26. Temporary Men's Housing
27. Cardinal Court



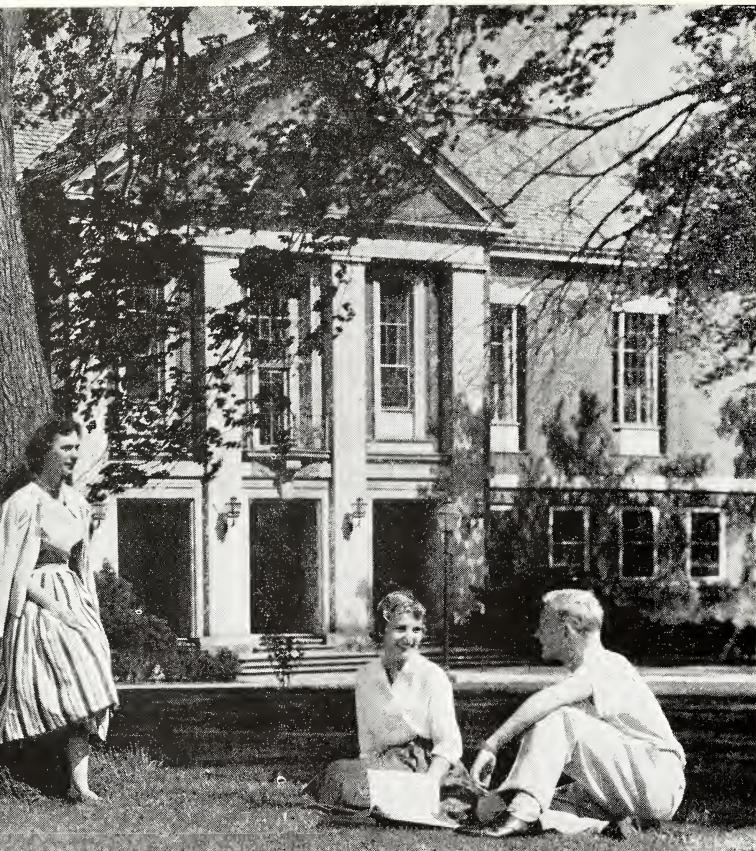
Illinois State Normal University

The University campus is located in the northwest part of Normal.

The University farm is adjacent to the campus.

The Centennial Building, the newest and thirty-ninth on the campus, opened in April of 1959 for classes in art, music, speech, and dramatics.

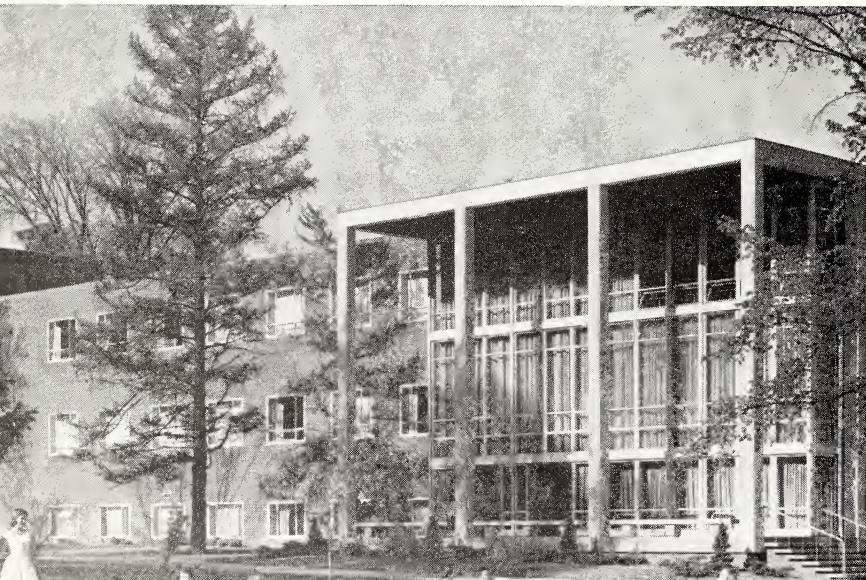




Milner Library

LIBRARY

Student Union



ILLINOIS STATE
NORMAL
UNIVERSITY
BULLETIN

ONE HUNDRED FIRST ANNUAL UNDERGRADUATE CATALOG

STATE OF ILLINOIS
LAND OF LINCOLN

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University Calendar

1959

SUMMER SESSIONS

June 15—August 7 Eight-Week Summer Session
August 10 Opening of Post Session, with courses continuing for two or three weeks

FIRST SEMESTER

September 13 Convocation for new students and their parents, 4 p.m.
September 14 Opening of first semester; Orientation Week activities begin at 9 a.m.; faculty meeting at 4 p.m.
September 14 Registration for late afternoon, evening, and Saturday classes, 7-8:30 p.m.
September 15-17 Registration according to a published schedule
September 18 Classes begin
October 12 Illinois Education Association Central Division meeting; classes not in session
October 23-24 Homecoming
November 25 Thanksgiving vacation begins, 12 noon
November 30 Thanksgiving vacation ends, 8 a.m.
December 19 Christmas vacation begins after scheduled classes

1960

January 4 Christmas vacation ends, 8 a.m.
January 23-28 Final examinations for first semester
January 29 First semester closes

SECOND SEMESTER

February 1 Opening of second semester
February 2 Registration for late afternoon, evening, and Saturday classes, 7-8:30 p.m.
February 3-4 Registration according to a published schedule
February 5 Classes begin
April 9 Spring vacation begins after scheduled classes
April 19 Spring vacation ends, 8 a.m.
May 30 Memorial Day holiday
June 4-9 Final examinations for second semester
June 11 One hundred first Annual Commencement

SUMMER SESSIONS

June 20—August 12 Eight-Week Summer Session
August 15 Opening of Post Session

STATE OF ILLINOIS

William G. Stratton, Governor

The Teachers College Board

MR. LEWIS M. WALKER (Gilman).....	Chairman
MR. ROYAL A. STIPES, Jr. (Champaign).....	Vice Chairman
MR. ALEXANDER SUMMERS (Mattoon).....	Secretary

APPOINTED MEMBERS

1955-1961

MR. J. A. HOULE, JR.	Hinsdale
MR. ALEXANDER SUMMERS	Mattoon
MR. CHAUNCEY B. WATSON, SR.	DeKalb

1957-1963

MR. CARL DUNBAR.....	Macomb
MR. WILLIAM E. REED.....	Oak Park
MR. CLARENCE ROPP	Normal

1959-1965

MRS. HARRIET LOWDEN MADLENER.....	Oregon
MR. ROYAL A. STIPES, JR.	Champaign
MR. LEWIS M. WALKER.....	Gilman

EX-OFFICIO MEMBERS

MR. MORTON H. HOLLINGSWORTH, Director of Finance.....	Springfield
MR. GEORGE T. WILKINS, Superintendent of Public Instruction.....	Springfield

DR. RICHARD G. BROWNE, Executive Officer..... Springfield

Illinois State Normal University is governed by the Teachers College Board. The Board consists of nine members appointed by the governor for terms of six years, with two ex-officio members designated by law.

Administrative Officers

President.....	ROBERT G. BONE
Dean of the Faculty and Vice-President.....	ARTHUR H. LARSEN
Administrative Assistant to the President.....	ERIC H. JOHNSON
Business Manager.....	PRESTON ENSIGN

Admissions, Director of.....	ELSIE BRENNEMAN
Agriculture Education Department, Head of.....	HARVEY S. WOODS
Alumni Services, Director of.....	FRANCIS WADE
Appointments Bureau, Director of.....	HAROLD E. GIBSON
Art Education Department, Head of.....	F. LOUIS HOOVER
Athletics, Director of.....	HOWARD J. HANCOCK
Audio-Visual Education, Director of.....	MURRAY LINCOLN MILLER
Biological Science Department, Head of.....	R. OMAR RILETT
Business Education Department, Head of.....	LEWIS R. TOLL
Education and Psychology Department, Acting Head of.....	ELIZABETH RUSSELL
Elementary Education Division, Director of.....	HELEN M. NANCE
English Department, Head of.....	HERBERT R. HIETT
Field Services, Director of.....	FRANCIS R. BROWN
Food Services, Director of.....	ALICE R. BRADFORD
Foreign Languages Department, Head of.....	JENNIE A. WHITTEN
Geography Department, Head of.....	ARTHUR W. WATTERSON
Health and Physical Education Department for Men, Head of.....	CLIFFORD E. HORTON
Graduate School, Dean of.....	C. W. SORENSEN
Health and Physical Education Department for Women, Head of.....	ELLEN D. KELLY
Health Service	
Director.....	DR. CLARENCE W. HARDY
Assistant Director.....	DR. IRVING W. SALOWITZ
Home Economics Department, Head of.....	FLORENCE DAVIS
Housing, Director of.....	ISABELLE TERRILL
Residence Halls for Men, Director of.....	RICHARD J. SMITH
Residence Halls for Women, Acting Director of.....	MRS. FLORENCE B. INGHRAM
Off-Campus Housing, Director of.....	MRS. KATHERINE CROSS
Industrial Arts Education Department, Head of.....	RAY M. STOMBAUGH
Junior College Curriculum, In Charge of.....	ELDEN A. LICHTY
Junior High School Curriculum, In Charge of.....	HELEN M. NANCE
Laboratory School Experiences, Director of.....	JOHN W. CARRINGTON
Elementary (Metcalf) School Principal.....	VERNON L. REPLOGLE
Elementary (Metcalf) School Associate Principal.....	LILLIE MAE RICKMAN
University High School.....	HARRY D. LOVELASS
Libraries, Director of.....	ELEANOR W. WELCH
Mathematics Department, Head of.....	CLYDE T. MCCORMICK
Museum, Director of.....	CECILIA H. PEIKERT
Music Education Department, Head of.....	HOWARD H. RYE

Physical Science Department, Head of.....	R. U. GOODING
Publicity, Director of	MRS. GERTRUDE M. HALL
Recorder.....	FERNE MELROSE
Registrar.....	ESTHER KIRCHHOEFER
Social Sciences Department, Head of.....	JOHN A. KINNEMAN
Special Education Division, Director of.....	HAROLD R. PHELPS
Special Services, Director of.....	HAROLD E. GIBSON
Speech Education Department, Head of.....	F. LINCOLN D. HOLMES
Students	
Men, Dean of.....	RICHARD E. HULET
Men, Assistant Dean of.....	STANLEY K. NORTON
Men, Assistant Dean of.....	RICHARD J. SMITH
Women, Dean of.....	ANNA L. KEATON
Women, Assistant Dean of.....	CHRISTINE P'SIMER
Women, Assistant Dean of.....	MRS. FLORENCE B. INCHRAM
Student Union, Director of.....	BRUCE T. KAISER
Summer Session, Director of.....	ARTHUR H. LARSEN
Undergraduate School, Dean of.....	FRANCIS B. BELSHE
Veteran's Services, Director of.....	STANLEY K. NORTON

UNIVERSITY COUNCIL

The date in parentheses indicates expiration of term.

VICTOR E. GIMMESTAD (1962), Chairman	ERIC H. JOHNSON, ex officio
BERNICE G. FREY (1960), Vice Chairman	BENJAMIN J. KEELEY (1961)
ANDREAS PALOUMPIS (1961), Secretary	ARTHUR H. LARSEN, ex officio
ROBERT G. BONE, ex officio	WILLARD J. McCARTHY (1960)
DEVERNE DALLUGE (1962)	ROBERT H. MOORE (1961)
MARGERY A. ELLIS (1960)	ELIZABETH RUSSELL (1962)
HOWARD J. HANCOCK (1961)	EUNICE SPEER (1962)
LEO J. YEDOR (1960)	

The Faculty

The date in parentheses shows the year the person joined the staff of this University. Institutions listed after highest degree are additional schools attended.

FRANCES M. ALEXANDER, A.M., (1945)

*Assistant Professor of the
Teaching of Social Science*

A.B., A.M., University of Illinois; Eastern Illinois University; University of California at Los Angeles.

MABEL CLARE ALLEN, M.A., (1929)

Assistant Professor of Speech

A.B., Bradley University; M.A., Northwestern University; Central School of Speech, London; Teachers College, Columbia University; University of Iowa.

* MARION CAMPBELL ALLEN, M.A., (1927)

Assistant Professor of Art

B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University; Pratt Institute, Chicago Academy of Fine Arts; University of Chicago; University of Illinois; Art Colony, Woodstock, New York.

THEODORE BENJAMIN ALMY, Ed.D., (1948)

*Associate Professor of the
Teaching of English*

A.B., Dartmouth College; A.M., Duke University; Ed.D., University of Illinois.

MARY SUSAN ARNOLD, A.M., (1939)

*Assistant Professor and Supervising
Teacher in the Metcalf School*

A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M., University of Michigan; University of Colorado; Teachers College, Columbia University.

WILLIAM D. ASHBROOK, Ph.D., (1947)

Professor of Industrial Arts

B.Ed., Illinois State Normal University; M.S., Colorado State College; Ph.D., University of Pittsburgh; Eastern Illinois University.

PAT BAHN, M.S., (1958)

Instructor in Speech

B.S., M.S., Southern Illinois University.

CHESTER A. BAIN, Ph.D., (1956)

Associate Professor of History

A.B., M.A., Columbia University; Ph.D., American University, Washington, D. C.

G. BRADFORD BARBER, Ph.D., (1944)

Associate Professor of Speech

B.Ed., Western Illinois University; M.A. (Education), M.A. (Speech), University of Iowa; Ph.D., Ohio State University; University of Illinois; University of Southern California.

GEORGE BARFORD, M.A., (1947)

Assistant Professor of Art

B.Ed., Wisconsin State College, Milwaukee; M.A., Teachers College, Columbia University; Ohio State University; University of Illinois.

* Leave of absence in 1958-1959 school year.

BUFORD H. BASS, M.S. in Ed., (1951) *Instructor in Health and Physical Education*
 B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Illinois; Indiana University.

DON M. BATES, M.A., (1958) *Instructor in Health and Physical Education*
 A.B., Marshall College, Huntington, West Virginia; M.A., State University of Iowa.

ADRIAN BAUCOM, M.A., (1957) *Instructor in Mathematics*
 B.S., Murray State College, Murray, Kentucky; M.A., University of Kentucky.

HAROLD E. BAUER, M.M., (1958) *Assistant Professor of Music*
 B.M. in Ed., M.M., University of Nebraska; Teachers College, Columbia University.

BARBARA ANN BECCS, M.A., (1958) *Instructor and Supervising Teacher*
Deaf and Hard of Hearing
 B.A., University of Texas; M.A., Teachers College, Columbia University.

CLAUDE A. BELL, M.Ed., (1956) *Assistant Professor of Industrial Arts*
 B.S., Western Kentucky State College; M.Ed., University of Missouri.

FRANCIS B. BELSHE, Ph.D., (1948) *Dean of Undergraduate Instruction*
Professor of Education
 B.S. in Ed., A.B., Southwest Missouri State College; M.A., Ph.D., Yale University.

HELEN W. BENJAMIN, M.A., (1946) *Assistant Professor of Business Education*
 B.B.A., Lake Forest College; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois; Bradley University.

PAUL K. BENJAMIN, M.S., (1950) *Instructor in Health and Physical Education*
 B.S., University of Illinois; M.S., University of Washington; Illinois State Normal University.

DOUGLAS R. BEY, Ph.D., (1944) *Associate Professor of Mathematics*
 B.A., Cornell College; A.M., Ph.D., University of Illinois.

* CHARLES ERIC BICKLEY, M.S., (1953) *Instructor in Speech*
 B.S., Indiana State Teachers College; M.S., University of Wisconsin; University of Illinois.

** ALLIE WARD BILLINGSLEY, M.A., (1949) *Assistant Professor of Foreign Languages*
 B.A., M.A., University of Mississippi; University of Alabama; Sorbonne, Paris, France; Duke University; University of Wisconsin; University of Colorado; Universidad de Puebla, Puebla, Mexico; Universidad de la Habana, Cuba; Western Reserve University; Spanish School, Middlebury College; University of Illinois.

RUTH BIRD, M.S., (1950) *Assistant Professor of the Teaching of Health*
and Physical Education
 B.S., M.S., University of Illinois; University of Southern California.

JACK E. BLACKBURN, M.A., (1957) *Instructor and Supervising Teacher*
in the Metcalf School
 B.S. in Ed., Florida State University; M.A., George Peabody College for Teachers.

E. SCOTT BLANKENSHIP, Ph.D., (1956) *Associate Professor of Education*
 B.S., M.A., Ph.D., Ohio State University; Marshall College, Huntington, West Virginia.

ROGER D. BLOMGREN, M.A., (1949) *Assistant Professor of Industrial Arts*
 B.S. in Ed., Illinois State Normal University; M.A., Colorado State College; University of Illinois.

* Leave of absence in 1958-1959 school year.

** Leave of absence, second semester, 1958-1959.

ROBERT G. BONE, Ph.D., (1956)	President Professor of History
B.A., College of Wooster, Ohio; M.A., Ph.D., University of Illinois.	
* ROBERT L. BORG, M.A., (1955)	Assistant Professor of Music
B.A., M.A., University of Iowa.	
** MARGARET K. BRADFORD, M.S., (1951)	Assistant Professor of the Teaching of Home Economics
B.S., Bradley University; M.S., Colorado A. and M. College; University of Illinois.	
PAUL J. BRAND, Ed. D. in Geography, (1958)	Associate Professor of Geography
B.S. in Ed., Kent State University, Ohio; S.M., University of Chicago; Ed.D. in Geography, Teachers College, Columbia University; University of Wisconsin; University of Maryland.	
ALMA B. BREMER, A.M., (1950)	Assistant Professor of Home Economics
B.S.E., Arkansas State College; A.M., University of Illinois; Northwestern University; State University Teachers College, Plattsburgh, New York; Iowa State College.	
ELSIE BRENNEMAN, M.A., (1927)	Director of Admissions Assistant Professor of Education
B.Ed., Illinois State Normal University; M.A., Northwestern University.	
ROBERT B. BROME, M.A., (1954)	Assistant Professor of the Teaching of English
A.B., Nebraska State Teachers College, Wayne; M.A., Colorado State College; University of California at Los Angeles; University of Wisconsin; Schutt Krasna School of Professional Writing, Hollywood, California; University of Southern California.	
FRANCIS R. BROWN, Ed.D., (1949)	Director of the Division of University Extension and Field Services Associate Professor of Mathematics
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; Ed.D., University of Illinois.	
R. ELIZABETH BROWN, Ph.D., (1955)	Associate Professor of Psychology
A.B., The Rice Institute; M.A., Ph.D., Northwestern University; University of Houston; Graduate Center of the University of Texas at Houston.	
WALTER H. BROWN, Ph.D., (1955)	Associate Professor of Biological Science
B.Ed., Illinois State Normal University; A.M., Ph.D., University of Illinois.	
JAMES F. BRUBECK, M.A., (1956)	Instructor in Business Education
B.S. in Ed., Eastern Illinois University; M.A., Ball State Teachers College; Colorado State College.	
DOROTHY GARRETT BRUNK, M.A., (1925)	Assistant Professor of History
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.	
EUNICE R. BRYAN, M.S. in Ed., (1958)	Instructor in Mathematics
B.Ed., M.S. in Ed., Illinois State Normal University.	
* ROSE BURGESS BUEHLER, Ed.D., (1930)	Professor of Education
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University; Wheaton College; Northwestern University.	
BOBBIE L. CALLAWAY, M.Ed., (1957)	Resident Director of Walker Hall and Instructor
B.S., M.S., Oklahoma State University; M.Ed., University of Missouri; Lindenwood College.	

* Leave of absence in 1958-1959 school year.

** Leave of absence, first semester, 1958-1959.

GEORGE R. CANNING, Jr., Ph.D., (1958)	<i>Assistant Professor of English</i>
B.A., Missouri Valley College, Marshall, Missouri; M.A., University of Chicago; Ph.D., University of Wisconsin; Yale University.	
JOHN R. CARLOCK, M.S. in Ed., (1951)	<i>Assistant Professor of Biological Science</i>
B.Ed., M.S. in Ed., Illinois State Normal University; University of Illinois; Harvard University; Massachusetts Institute of Technology; University of Wisconsin.	
CONRAD E. CARROLL, M.A., (1957)	<i>Instructor in Mathematics</i>
B.A., Southwestern at Memphis, Tennessee; M.A., Murray State College, Murray, Kentucky; University of Illinois.	
LESSIE CARLTON, M.S., (1955)	<i>Assistant Professor of Education</i>
B.S., M.S., North Texas State College; University of Houston; University of Illinois.	
JOHN WESLEY CARRINGTON, Ph.D., (1933)	<i>Director of Laboratory School Experiences</i>
	<i>Professor of Education</i>
B.S., A.M., University of Illinois; Ph.D., Northwestern University; Illinois State Normal University.	
HELEN M. CAVANAGH, Ph.D., (1946)	<i>Professor of History</i>
A.B., Randolph Macon Woman's College, Lynchburg, Virginia; A.M., Ph.D., University of Chicago.	
HELEN CHILES, A.M., (1948)	<i>Assistant Professor of Foreign Languages</i>
A.B., MacMurray College; A.M., University of Illinois; University of Michigan; College of William and Mary; University of Colorado; University of Missouri; Teachers College, Columbia University; School of Classical Studies American Academy, Rome; University of Wisconsin.	
MERTON A. CHRISTENSEN, Ph.D., (1958)	<i>Associate Professor of English</i>
A.B., Washington Missionary College, Washington, D.C.; A.M., Ph.D., University of Maryland; George Washington University; University of Hawaii.	
FAITH CLARK, M.A., (1958)	<i>Instructor in Health and Physical Education</i>
B.F.A., Boston Conservatory of Music, Massachusetts; M.A., New York University.	
JOSEPH T. COGDAL, A.M., (1927)	<i>Associate Professor of Health and Physical Education</i>
A.B., James Millikin University; A.M., University of Illinois; Northwestern University; Illinois State Normal University.	
RUTH L. COLE, M.A., (1944)	<i>Assistant Professor and Supervising Teacher in the Metcalf School</i>
B.Ed., National College of Education; M.A., Northwestern University; University of Wisconsin; Washington University; Teachers College, Columbia University.	
DOROTHY B. COLEMAN, M.S., (1957)	<i>Instructor in Health and Physical Education</i>
B.S. in Ed., Illinois State Normal University; M.S., University of Wisconsin.	
JOHN L. COLEMAN, M.A., (1957)	<i>Instructor in the Teaching of Social Science</i>
B.A., B.Sc., M.A., University of Minnesota, Duluth Branch; University of Minnesota.	
JAMES E. COLLIE, P.E.D., (1957)	<i>Associate Professor of Health and Physical Education</i>
B.S., Murray State College, Murray, Kentucky; M.S., P.E.D., Indiana University.	
FRANCES CONKEY, M.S., (1936)	<i>Associate Professor of Home Economics</i>
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State College; Teachers College, Columbia University; Ohio State University.	

MARGUERITE REGINA CONNELL, Ed.D., (1928) *Professor of Foreign Languages*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; University of Chicago; University of Colorado.

DOROTHY COX, M.A., (1957) *Instructor and Supervising Teacher in the Metcalf School*
B.S., University of Missouri; M.A., George Peabody College for Teachers.

ROBERT L. CRAMER, M.S. in Ed., (1958) *Instructor in Physical Science*
B.Ed., M.S. in Ed., Illinois State Normal University; University of Illinois.

WARREN S. CREWS, M.S. in Ed., (1951) *Instructor in Health and Physical Education*
B.S., Southeast Missouri State College; M.S. in Ed., Illinois State Normal University; University of Illinois.

LUCILE ZEDA CROSBY, M.S. in L.S., (1940) *Assistant Professor and Assistant Librarian*
A.B., Friends University; B.S., M.S. in L.S., Library School, University of Illinois.

DEVERNE H. DALLUCE, Ed.D., (1947) *Professor of Physical Science*
B.Ed., Illinois State Normal University; M.A., Ed.D., University of Kentucky.

RUTH U. DALY, M.A., (1959) *Instructor in Foreign Languages*
A.B., M.A., Florida State University; Indiana University.

FRANCES L. DAMM, M.S. in Ed., (1948) *Assistant Professor and Supervising Teacher in the Metcalf School*
B.Ed., Wisconsin State College, Platteville; M.S. in Ed., University of Wisconsin; Wisconsin State College, La Crosse; University of Florida.

FLORENCE DAVIS, Ph.D., (1952) *Professor of Home Economics*
Head of the Department of Home Economics
B.S., M.S., Iowa State College; Ph.D., University of Chicago; Iowa State Teachers College.

WILLIAM I. DEWEES, Ed.D., (1937) *Professor of Education*
B.S., A.M., University of Illinois; Ed.D., The Pennsylvania State University; University of Chicago; Fort Hays Kansas State College.

ELEANOR DILKS, Ph.D., (1952) *Associate Professor of Biological Science*
B.A., Earlham College, Richmond, Indiana; M.S., Ph.D., University of Wisconsin; Marine Laboratory, University of Miami.

CLAUDE M. DILLINGER, Ph.D., (1944) *Professor of Psychology*
B.S., Northeast Missouri State Teachers College; A.M., Ph.D., University of Missouri; Teachers College, Columbia University.

HELEN A. DOOLEY, M.A., (1947) *Assistant Professor and Assistant Librarian*
A.B., Illinois Wesleyan University; M.A., University of Washington; B.S., School of Library Service, Columbia University; University of Chicago.

THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*
B.S., M.S., University of Illinois; National Agricultural School of France; A.E.F. University, France.

LEVEN M. DOWDALL, M.S. in Ed., (1957) *Instructor in Industrial Arts*
B.S. in Ed., M.S. in Ed., Illinois State Normal University.

PAULINE DRAWVER, M.A., (1956) *Assistant Professor of English*
B.A., M.A., University of Oklahoma; University of Illinois.

LEO E. EASTMAN, Ed.D., (1954) *Associate Professor of Education*
B.Ed., State Teachers College, Moorhead, Minnesota; Ed.D., University of North Dakota.

ALICE L. EBEL, A.M., (1934)	<i>Assistant Professor of Political Science</i>
A.B., Heidelberg College; A.M., University of Chicago; Northwestern University; University of Southern California; George Peabody College for Teachers; The American University; University of Illinois.	
DOROTHY ECKELMANN, Ph.D., (1945)	<i>Director of Speech Clinic</i>
B.S. in Ed., Southeast Missouri State College; A.M., University of Missouri; Ph.D., University of Iowa; Illinois State Normal University.	<i>Associate Professor of Speech</i>
ALBERT H. ECKERT, M.S., (1955)	<i>Assistant Professor of Mathematics</i>
B.S. in Ed., Eastern Illinois University; M.S., University of Illinois.	
THOMAS F. EDWARDS, M.A. in Ed., (1957)	<i>Instructor in Physical Science</i>
B.S. in Ed., Illinois State Normal University; M.A. in Ed., Arizona State College, Tempe; Blackburn College; Michigan State University; University of Illinois.	
ALICE M. EIKENBERRY, Ed.D., (1945)	<i>Associate Professor of the Teaching of Social Science</i>
B.A., Iowa State Teachers College; M.A., University of Iowa; Ed.D., Teachers College, Columbia University; Northwestern University.	
JOHN K. ELLIS, M.P.H., (1953)	<i>Assistant Professor of Biological Science</i>
B.Ed., B.S., Southern Illinois University; M.P.H., University of Michigan School of Public Health; St. Louis University School of Medicine.	
MARGERY ELLIS, A.M., (1927)	<i>Assistant Professor of Foreign Languages</i>
Ph.B., A.M., University of Chicago; Sorbonne University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris; Valparaiso University; University of California.	
MARY E. ELMENDORF, A.M., (1957)	<i>Assistant Resident Director of Walker Hall and Instructor</i>
B.S. in Ed., Northern Illinois University; A.M., University of Illinois.	
* EDNA ENGBERG, M.Ed., (1951)	<i>Instructor in Health and Physical Education</i>
B.S., University of Minnesota; M.Ed., University of Michigan; University of Colorado; University of Wyoming.	
GERTRUDE ERBE, M.M., (1949)	<i>Instructor in Music</i>
B.M., University of Wisconsin; M.M., Northwestern University; Lawrence College; Teachers College, Columbia University; Juilliard School of Music; American Conservatory of Music, Chicago; Chicago Musical College; University of Illinois; State University of Iowa.	
RAYMOND W. ESWORTHY, Ph.D., (1949)	<i>Professor of Business Education</i>
B.S., M.S., Ph.D., University of Illinois.	
G. HARLOWE EVANS, Ph.D., (1946)	<i>Associate Professor of Physical Science</i>
B.S., M.S., Ph.D., University of Michigan; Taylor University; University of Iowa.	
DOROTHY SPENCER FAGERBURG, A.M., (1957)	<i>Instructor and Assistant Librarian</i>
A.B., A.M., Occidental College; B.S. in L.S., University of Southern California.	
GEORGE A. FALCONER, M.S. Ed., (1958)	<i>Assistant Professor of Speech</i>
B.S. in Ed., M.S. in Ed., Washington University; Central College, Fayette, Missouri; University of Illinois.	
LOUISE FARMER, M.S. in Ed., (1951)	<i>Assistant Professor and Supervising Teacher in the Metcalf School</i>
B.S. in Ed., Southeast Missouri State College; M.S. in Ed., University of Illinois; Teachers College, Columbia University.	

* Leave of absence in 1958-1959 school year.

DOROTHY E. FENSHOLT, Ph.D., (1951)	<i>Associate Professor of Biological Science</i>
B.S., M.S., Ph.D., Northwestern University; University of Chicago; Oregon Institute Marine Biology, Coos Bay, Oregon; Hopkins Marine Station, Pacific Gr., California.	
HOWARD I. FIELDING, Ph.D., (1944)	<i>Professor of English</i>
A.B., Mt. Union College; Ph.D., University of Wisconsin; Denison University.	
RAYMOND L. FISCHER, M.S. in Ed., (1958)	<i>Instructor in Speech</i>
B.S. in Ed., M.S. in Ed., Eastern Illinois University.	
ELINOR BERTHA FLAGG, M.S., (1925)	<i>Assistant Professor of Mathematics</i>
B.S., M.S., University of Illinois; Eastern Illinois University; University of Chicago; University of Colorado; Washington University.	
THOMAS W. FLOYD, M.S., (1954)	<i>Assistant Professor and Supervising Teacher in the Metcalf School</i>
B.S. in Ed., M.S., Southern Illinois University.	
THELMA GLADYS FORCE, M.A., (1932)	<i>Assistant Professor of Psychology</i>
B.S., M.A., University of Minnesota; University of Chicago; State Teachers College, Moorhead, Minnesota; State Teachers College, St. Cloud, Minnesota; Teachers College, Columbia University.	
JEANNE ANNE FOREMAN, M.A., (1958)	<i>Instructor in Foreign Languages</i>
B.A., M.A., University of Illinois.	
BERNICE GERTRUDE FREY, Ph.D., (1930)	<i>Professor of Health and Physical Education</i>
B.A., Ohio Wesleyan University; A.M., Ohio State University; Ph.D., University of Iowa; University of Wisconsin; University of California; University of Colorado.	
* RUTH M. FREYBERGER, Ed.D., (1951)	<i>Associate Professor of Art</i>
B.S., State Teachers College, Kutztown, Pennsylvania; M.Ed., Ed.D., The Pennsylvania State University; University of Iowa; University of Pennsylvania.	
JEAN FRIEDEL, M.S. in Ed., (1956)	<i>Instructor and Supervising Teacher in Health and Physical Education</i>
B.S., Wisconsin State College, LaCrosse; M.S. in Ed., Illinois State Normal University.	
WALTER H. FRIEDHOFF, Ph.D., (1958)	<i>Associate Professor of Psychology</i>
B.A., M.A., University of South Dakota; Ph.D., State University of Iowa; Augustana College, Sioux Falls, South Dakota; University of Minnesota; University of Southern California.	
HAROLD EUGENE FRYE, M.A., (1931)	<i>Assistant Professor of Health and Physical Education</i>
B.Ed., University of Akron; M.A., New York University; Ohio State University; Indiana University.	
BERYL GALAWAY, A.M.L.S., (1948)	<i>Assistant Professor and Assistant Librarian</i>
A.B., Illinois College; B.S. in L.S., University of Illinois; A.M.L.S., University of Michigan; School of Library Service, Columbia University.	
MARY G. GALLAGHER, M.M., (1958)	<i>Instructor in Music</i>
Mus.B., Oberlin College, Oberlin, Ohio; M.M., Michigan State University; University of Toledo.	
MALINDA D. GARTON, A.M., (1950)	<i>Assistant Professor and Supervising Teacher — Mentally Retarded, Intermediate</i>
B.A., University of Oklahoma; A.M., Colorado State College of Education; Bradley University; Illinois State Normal University; University of Illinois; Pacific University.	

* Leave of absence in 1958-1959 school year.

HAROLD E. GIBSON, Ed.D., (1950)	<i>Director of Division of Special Services Director of the Bureau of Appointments Professor of Education</i>
A.B., Illinois College; A.M., Ed.D., University of Missouri; Western Illinois University.	
* AUGUSTA GIENAPP, M.A., (1947)	<i>Assistant Professor and Assistant Librarian</i>
B.S., Northern State Teachers College, Aberdeen, South Dakota; B.S. in L.S., George Peabody College for Teachers; M.A., University of Denver Library School.	
ARLEY FREDERICK GILLETT, P.E.D., (1944)	<i>Associate Professor of Health and Physical Education</i>
B.Ed., Illinois State Normal University; M.A., New York University; P.E.D., Indiana University.	
* HAL M. GILMORE, M.A., (1956)	<i>Instructor in Mathematics</i>
A.B., M.A., Western Kentucky State College, Bowling Green; University of Illinois.	
VICTOR E. GIMMESTAD, Ph.D., (1948)	<i>Professor of English</i>
B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin; University of Southern California.	
F. RUSSELL GLASENER, Ph.D., (1935)	<i>Professor of Economics</i>
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.	
R. U. GOODING, Ph.D., (1931)	<i>Professor of Physical Science Head of the Department of Physical Science</i>
B.S., Ph.D., University of Wisconsin.	
MIRIAM GRAY, Ed.D., (1946)	<i>Professor of Health and Physical Education</i>
A.A., Cottey College; B.S. in Ed., University of Missouri; M.A., Ed.D., Teachers College, Columbia University.	
NINA E. GRAY, Ph.D., (1935)	<i>Professor of Biological Science</i>
B.A., DePauw University; M.A., Ph.D., University of Wisconsin; M.S.P.H., University of North Carolina; Marine Biological Laboratories, Massachusetts; University of Wisconsin Medical School.	
JOHN WILLIAM GREEN, M.S., (1939)	<i>Assistant Professor of Agriculture</i>
B.S., Purdue University; M.S., University of Illinois; University of Chicago.	
ESTHER M. GRIFFITH, Ph.D., (1947)	<i>Professor of Physical Science</i>
A.B., A.M., University of Missouri; Ph.D., University of Illinois.	
LAUREL ANN GROZINGER, M.S., (1958)	<i>Instructor and Assistant Librarian</i>
B.A., Carleton College, Northfield, Minnesota; M.S., University of Illinois.	
STANLEY E. GRUPP, M.A., (1957)	<i>Instructor in Sociology</i>
B.A., Iowa State Teachers College; M.A., State University of Iowa; University of Illinois.	
EDNA MAY GUEFFROY, Ph.D., (1929)	<i>Professor of Geography</i>
B.Ed., Illinois State Normal University; A.M., Clark University; Ph.D., University of Washington; University of Chicago; University of Hawaii.	
CLARA LOUISE GUTHRIE, M.S. in L.S., (1932)	<i>Assistant Professor and Assistant Librarian</i>
A.B., Hastings College; B.S., M.S. in L.S., Library School, University of Illinois.	
* LINDER W. HACKER, M.A., (1925)	<i>Associate Professor of Education</i>
B.Ed., Illinois State Normal University; M.A., University of Iowa; Teachers College, Columbia University; University of Illinois.	

* Leave of absence in 1958-1959 school year.

PERRY HACKETT, M.Mus., (1949) *Assistant Professor of Music*
 B.Mus., M.Mus., Northwestern University; University of Wisconsin; Juilliard School of Music; The American Art Schools, Fontainebleau, France; University of Illinois.

LUCILLE G. HAGMAN, M.A., (1950) *Assistant Professor and Supervising Teacher in the Metcalf School*
 B.E., Northern Illinois University; M.A., Northwestern University; University of Colorado.

BARBARA C. HALL, Ed.D., (1957) *Associate Professor of Health and Physical Education*
 B.S., Boston University Sargent College; M.A., Mount Holyoke College; Ed.D., Teachers College, Columbia University.

GERTRUDE M. HALL, Ed.D., (1936) *Director of Publicity*
Associate Professor of Education
 A.B., Stephen F. Austin State College, Nacogdoches, Texas; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; Illinois State Normal University.

C. M. HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*
 B.S., M.S., University of Illinois; Illinois State Normal University.

HOWARD J. HANCOCK, M.S., (1931) *Director of Athletics*
Associate Professor of Health and Physical Education
 B.S., M.S., University of Wisconsin; Indiana University.

WARREN R. HARDEN, M.A., (1954) *Assistant Professor of Economics*
 B.A., Iowa State Teachers College; M.A., University of Colorado; Indiana University.

DORIS HARDINE, M.M., (1947) *Assistant Professor of Music*
 B.M., Cornell College; M.M., Eastman School of Music; Claremont College, Claremont, California; University of Illinois.

CLARENCE WOODSON HARDY, M.D., (1953) *Director of the University Health Service and Professor*
 M.D., University of Michigan Medical School; University of Minnesota Post-Graduate School.

* CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of Social Science*
 B.S., M.S., University of Illinois; Southern Illinois University.

ARCHIBALD HARRIS, M.A., (1957) *Instructor in Health and Physical Education*
 B.S., Gustavus Adolphus College, St. Peter, Minnesota; M.A., State University of Iowa; Virginia Junior College, Virginia, Minnesota; George Williams College; University of Illinois.

HELEN K. HARRISON, M.A., (1958) *Instructor in Music*
 B.S.M.E., University of Missouri; M.A., State University of Iowa; Christian College, Columbia, Missouri; University of Colorado; Ohio State University.

W. DOUGLAS HARTLEY, M.F.A., (1954) *Assistant Professor of Art*
 B.S., M.F.A., Indiana University; M.F.A., Kansas City Art Institute; University of Michigan.

RICHARD T. HASELTON, A.M., (1958) *Instructor in Health and Physical Education*
 B.S. in Ed., Northern Illinois University; A.M., University of Illinois.

CARL D. HELDT, M.P.E., (1948) *Assistant Professor of Health and Physical Education*
 B.S., M.P.E., Purdue University; Indiana University.

* Leave of absence in 1958-1959 school year.

ARLAN C. HELGESON, Ph.D. (1951)	<i>Associate Professor of History</i>
B.S., Wisconsin State College, La Crosse; M.S., Ph.D., University of Wisconsin.	
RUTH HENLINE, Ph.D., (1926)	<i>Professor of English</i>
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; M.A., Ph.D., Northwestern University.	
* HERBERT REYNOLDS HIETT, Ph.D., (1937)	<i>Professor of English</i>
	<i>Head of the Department of English</i>
A.B., Nebraska Wesleyan University; A.M., University of Nebraska; Ph.D., University of Maryland.	
GRACE HILER, M.A., (1951)	<i>Assistant Professor of the Teaching of English</i>
B.A., M.A., University of Iowa; Cornell College; Iowa State Teachers College; University of Colorado.	
EUGENE LEONARD HILL, Ed.D., (1930)	<i>Professor of Health and Physical Education</i>
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ed.D., Colorado State College of Education.	
ALICE HITCHCOCK, Ph.D., (1947)	<i>Assistant Professor and Supervising Teacher in the Kindergarten</i>
B.A., B.S., M.A., University of Minnesota; Ph.D., Stanford University.	
F. LINCOLN D. HOLMES, Ph.D., (1935)	<i>Professor of Speech</i>
	<i>Head of the Department of Speech</i>
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of Iowa; University of Paris.	
MAX L. HONN, M.S., (1932)	<i>Instructor in Printing</i>
A.B., Illinois Wesleyan University; M.S., The Pennsylvania State University; University of Illinois.	
F. LOUIS HOOVER, Ed.D., (1944)	<i>Professor of Art</i>
	<i>Head of the Department of Art</i>
B.S., North Texas State College; M.A., Teachers College, Columbia University; Ed.D., New York University.	
CLIFFORD EMORY HORTON, Ed.D., (1923)	<i>Professor of Health and Physical Education</i>
	<i>Head of the Department of Health and Physical Education for Men</i>
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University; University of California; New York University.	
DOROTHY HOSTETTLER, M.S. in Ed., (1959)	<i>Instructor and Supervisor of Off-Campus Student Teaching</i>
B.A., Illinois Wesleyan University; M.S. in Ed., Illinois State Normal University.	
JOSEPHINE B. HOWARD, M.A., (1950)	<i>Instructor and Supervising Teacher in the Metcalf School</i>
B.S., University of Kansas; B.E., National College of Education; M.A., Michigan State University; Columbia University; University of Illinois.	
VERNA A. HOYMAN, M.A. in Ed., (1946)	<i>Assistant Professor of English</i>
B.A., Iowa State Teachers College; M.A. in Ed., Northwestern University; University of Iowa; University of Chicago; University of Colorado; University of Minnesota.	

* Leave of absence, first semester, 1958-1959.

RUTH CHARLOTTE HUGGINS, Ed.M., (1937)	Associate Principal of University High School Assistant Professor of the Teaching of English
A.B., Knox College; A.M., University of Illinois; Ed.M., Harvard University; Wellesley College; University of Chicago.	
ELIZABETH A. HUGHES, M.Ed., (1954)	Instructor and Supervising Teacher — Partially Sighted
B.S. in Ed., M.Ed., Wayne State University; University of Wisconsin; Illinois State Normal University; University of Illinois; Northern Illinois University.	
RICHARD E. HULET, Ed.D., (1956)	Dean of Men Assistant Professor of Education
B.S., M.S., Ed.D., University of Illinois.	
SAMUEL HUTTER, M.S., (1955)	Assistant Professor of Psychology
A.B., George Washington University; M.S., University of Illinois.	
FLORENCE B. INGHRAM, M.A., (1958)	Acting Director of Women's Residence Halls Assistant Dean of Women Resident Director of Fell Hall
B.A., State University of Iowa; M.A., Teachers College, Columbia University; Claremont Graduate College, Claremont, California.	
CHRISTINE P. INGRAM, Ed.D., (1949)	Professor of Education
B.S., A.M., Columbia University; Ed.D., New York University; University of California.	
JEAN A. IRVIN, M.A., (1958)	Instructor in Health and Physical Education
B.S., State Teachers College, Slippery Rock, Pennsylvania; M.A., Ohio State University.	
LESLIE M. ISTED, Ph.D., (1940)	Professor of Music
B.M.E., Northwestern University; A.M., Ph.D., Indiana University; Oregon State College; University of Oregon; Butler University; Oberlin Conservatory of Music.	
HOWARD J. IVENS, Ph.D., (1934)	Director of Student Loans Associate Professor of Physical Science
A.B., Northern Michigan College of Education; A.M., Ph.D., University of Michigan; University of Minnesota.	
RUTH A. IVEY, A.M., (1957)	Assistant Professor of English
B.A., A.M., University of Illinois; University of Munich, Germany; University of Wisconsin.	
HARRY O. JACKSON, M.S. in Ed., (1955)	Instructor in Biological Science
B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Wisconsin.	
MARIE JESSA, M.A., (1946)	Assistant Professor of Business Education
B.Ed., Illinois State Normal University; M.A., University of Iowa; University of Missouri; University of Illinois.	
MILFORD C. JOCHUMS, Ph.D., (1948)	Professor of English
A.B., A.M., Ph.D., University of Illinois; Illinois Wesleyan University; Wheaton College; North Carolina State College of Agriculture and Engineering.	
BLOSSOM JOHNSON, Ed.D., (1945)	Professor of Home Economics
B.S., The Stout Institute; M.A., Louisiana State University; Ed.D., University of Missouri.	
ERIC H. JOHNSON, Ed. D., (1958)	Administrative Assistant to the President Associate Professor of Education
B.Ed., Illinois State Normal University; M.A., Ed.D., University of Illinois.	

JOHN L. JOHNSTON, Ed.D., (1956)	<i>Associate Professor of Industrial Arts</i>
B.S., M.S., Kansas State Teachers College, Pittsburg; Ed.D., University of Missouri; Harvard University; Massachusetts Institute of Technology.	
LUCILE Q. JONES, M.S. in Ed., (1958)	<i>Instructor in Education</i>
B.Ed., National College of Education; B.Ed., M.S. in Ed., Illinois State Normal University; Illinois Wesleyan University; University of Chicago.	
MARGARET L. JONES, Ph.D., (1956)	<i>Associate Professor of Health and Physical Education</i>
B.S., University of Oklahoma; M.S., Smith College, Northampton, Massachusetts; Ph.D., University of Wisconsin.	
MORRIS VAL JONES, Ph.D., (1957)	<i>Associate Professor of Speech</i>
A.B., Baker University, Baldwin, Kansas; M.A., State University of Iowa; Ph.D., Stanford University; University of Wisconsin; University of Southern California; University of California at Los Angeles.	
MARGARET JORGENSEN, M.A., (1949)	<i>Assistant Professor of Psychology</i>
A.B., University of California; M.A., University of Denver; Colorado State College of Education.	
JACQUELINE Q. KARCH, D.Ed., (1957)	<i>Assistant Professor of Home Economics</i>
B.Ed., Illinois State Normal University; M.S. in Ed., University of Illinois; D.Ed., Washington University.	
ILA KARR, M.A., (1952)	<i>Assistant Professor and Assistant Librarian</i>
B.Ed., Illinois State Normal University; M.A., University of Denver Library School; University of Illinois.	
ANNA LUCILE KEATON, Ph.D., (1937)	<i>Dean of Women</i> <i>Professor of English</i>
A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago.	
BENJAMIN J. KEELEY, Ph.D., (1952)	<i>Associate Professor of Sociology</i>
A.B. in Ed., Nebraska State Teachers College, Kearney; M.A., Ph.D., University of Nebraska; Catawba College, North Carolina; University of Wisconsin.	
BURTON C. KELLY, M.S., (1958)	<i>Assistant Professor of Psychology</i>
B.S., Idaho State College; M.S., Brigham Young University; University of Chicago; Utah State Agricultural College; The Merrill-Palmer School, Detroit, Michigan.	
ELLEN D. KELLY, Ph.D., (1957)	<i>Professor of Health and Physical Education</i> <i>Head of the Department of Health and Physical Education for Women</i>
B.A., M.S., Wellesley College; Ph.D., State University of Iowa; Teachers College, Columbia University; University of Oklahoma; Boston University.	
BETTY JEAN KEOUGH, M.S. in Ed., (1952)	<i>Instructor in Health and Physical Education</i>
B.S. in Ed., Butler University; M.S. in Ed., Illinois State Normal University.	
JOHN A. KINNEMAN, Ph.D., (1927)	<i>Professor of Sociology</i> <i>Head of the Department of Social Science</i>
A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern University; State Teachers College, West Chester, Pennsylvania; University of Chicago.	
ESTHER E. KIRCHHOEFER, M.A., (1949)	<i>Registrar</i> <i>Instructor in Education</i>
A.B., Valparaiso University; M.A., University of Chicago.	

HOMER T. KNIGHT, Ed.D., (1957)	<i>Associate Professor of Education</i>
A.B., M.A., University of Washington; Ed.D., Teachers College, Columbia University.	
HAROLD F. KOEPKE, Ph.D., (1934)	<i>Professor of Business Education</i>
B.Ed., Wisconsin State College, Whitewater; M.A., Ph.D., University of Iowa; University of Illinois; Northwestern University.	
WALTER S. G. KOHN, Ph.D., (1956)	<i>Assistant Professor of Political Science</i>
B.Sc., University of London; M.A., Ph.D., New School for Social Research, New York, New York.	
ANNA MARIE KREIFELS, A.M., (1958)	<i>Instructor in Home Economics</i>
A.B., Nebraska State Teachers College, Peru; A.M., Colorado State College.	
LOWELL J. KUNTZ, M.S. in Ed., (1949)	<i>Assistant Professor of Music</i>
B.S. in Ed., M.S. in Ed., Illinois State Normal University; Eureka College; University of Illinois.	
* CLARENCE H. KURTH, Ed.D., (1951)	<i>Associate Professor of Education</i>
B.Ed., Wisconsin State College, Whitewater; A.M., University of Chicago; Ed.D., Indiana University.	
KERMIT M. LAIDIG, Ph.D., (1955)	<i>Associate Professor of Geography</i>
B.S. in Ed., State Teachers College, Shippensburg, Pennsylvania; M.A., Ph.D., University of Nebraska.	
ARTHUR HOFF LARSEN, Ph.D., (1935)	<i>Vice-President Dean of the Faculty Professor of Education</i>
B.Ed., Wisconsin State College, Superior; Ph.M., Ph.D., University of Wisconsin; University of Chicago.	
LAVERN E. LAUBAUGH, A.M., (1937)	<i>Assistant Professor of Agriculture</i>
B.S., Michigan State University; A.M., University of Michigan; University of Illinois; Ohio State University.	
CECILIA J. LAUBY, Ed.D., (1949)	<i>Professor and Coordinator of Off-Campus Student Teaching</i>
A.B., St. Mary-of-the-Woods College; M.S., Ed.D., Indiana University; Northwestern University; Indiana State Teachers College.	
ELIZABETH A. LAWRENCE, M.A., (1957)	<i>Instructor and Supervising Teacher Brain Injured Children</i>
B.S. in Ed., State University of New York, College for Teachers, Buffalo; M.A., Teachers College, Columbia University.	
MARGARET LAWRENCE, M.A., (1939)	<i>Assistant Professor and Assistant Librarian</i>
B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois; M.A., University of Nebraska.	
KENNETH L. LEDBETTER, M.A., (1959)	<i>Instructor in English</i>
A.B., Central College, Fayette, Missouri; M.A., University of Illinois; University of Missouri.	
WILLIAM J. LEE, M.F.A., (1958)	<i>Instructor in Art</i>
A.B., Kent State University, Ohio; M.F.A., State University of Iowa.	
LEWIS L. LEGG, M.A. in Ed., (1957)	<i>Instructor in Physical Science</i>
B.Ed., Western Illinois University; M.A. in Ed., University of Illinois.	

* Leave of absence in 1958-1959 school year.

WILLIAM B. LEGGE, M.S. in Ed., (1957) *Assistant Principal of Metcalf School Instructor and Supervising Teacher in Junior High School*
B.S. in Ed., M.S. in Ed., Illinois State Normal University.

MARJORIE L. LEWIS, M.A., (1951) *Assistant Professor and Supervising Teacher — Physically Handicapped*
B.A., M.A., State University of Iowa; Washington University.

ELDEN A. LICHTY, Ed.D., (1945) *Professor of Education*
B.S. in Ed., Northeast Missouri State Teachers College; A.M., Ed.D., University of Missouri; University of Iowa.

WILLIAM R. LIDH, M.S., (1957) *Instructor in Art*
B.S., M.S., University of Wisconsin.

LOIS LILLY, M.S., (1957) *Instructor in Education*
B.S. in Ed., Illinois State Normal University; M.S., University of Illinois; Western Illinois University; Eastern Illinois University; University of Colorado.

HARRY D. LOVELASS, Ed.D., (1946) *Principal of University High School Professor of Education*
B.Ed., Eastern Illinois University; A.M., Ed.D., University of Illinois; Pd.D., Eastern Illinois University.

WILLIAM R. LUECK, Ph.D., (1936) *Professor of Education*
B.A., M.S., University of North Dakota; Ph.D., University of Iowa.

HATTIE C. LUNDGREN, M.S., (1955) *Assistant Professor of Home Economics*
B.Ed., Illinois State Normal University; M.S., Iowa State College; Teachers College, Columbia University; University of Chicago; Cornell University; University of Illinois; University of Colorado.

FAYE E. MANSFIELD, M.A., (1947) *Assistant Professor and Supervising Teacher in the Metcalf School*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Missouri; University of Hawaii; University of Arizona.

HELEN E. MARSHALL, Ph.D., (1935) *Professor of History*
A.B., College of Emporia; A.M., University of Chicago; Ph.D., Duke University; University of Colorado.

J. LOUIS MARTENS, Ph.D., (1947) *Professor of Biological Science*
A.B., Indiana Central College; A.M., Ph.D., Indiana University.

MARJORIE F. MARTIN, M.S. in Ed., (1956) *Instructor in Health and Physical Education — Physical Therapist*
B.Ed., M.S. in Ed., Illinois State Normal University; Walter Reed General Hospital, Washington, D.C.

STANLEY S. MARZOLF, Ph.D., (1937) *Director of Counseling Services Professor of Psychology*
A.B., Wittenberg College; A.M., Ph.D., Ohio State University.

INEZ L. MAUCK, A.M., (1951) *Assistant Professor and Supervising Teacher in the Metcalf School*
B.Ed., Illinois State Normal University; A.M., University of Illinois; University of Chicago; Teachers College, Columbia University.

BERNARD J. McCARNEY, M.S., (1958) *Instructor in Economics*
B.S. in Ed., Illinois State Normal University; M.S., University of Illinois; Joliet Junior College.

WILLARD J. McCARTHY, Ed.M., (1955)	<i>Instructor in Industrial Arts</i>
B.S., Stout State College; Ed.M., University of Illinois.	
CLYDE T. MCCORMICK, Ph.D., (1944)	<i>Professor of Mathematics</i>
	<i>Head of the Department of Mathematics</i>
A.B., A.M., University of Illinois; Ph.D., Indiana University; Eastern Illinois University; University of Michigan.	
NEVA MCDAVITT, A.M., (1929)	<i>Assistant Professor of Geography</i>
B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College, Columbia University; University of Wisconsin; University of Illinois.	
DOROTHY M. McEVoy, M.A., (1950)	<i>Assistant Professor and Supervising Teacher Deaf and Hard of Hearing</i>
B.S. in Ed., University of Nebraska; M.A., Teachers College, Columbia University; Iowa State Teachers College; University of California; Western Pennsylvania School for Deaf; University of Illinois.	
LOREN W. MENTZER, Ph.D., (1957)	<i>Associate Professor of Biological Science</i>
B.S.E., M.S., Kansas State Teachers College, Emporia; Ph.D., University of Nebraska; University of Colorado Field Station; Univeristy of Minnesota Field Station.	
WINIFRED SCHLOSSER METZLER, M.A., (1947)	<i>Assistant Professor and Assistant Librarian</i>
B.S. in Ed., B.S. in L.S., University of Illinois; M.A., University of Chicago; Eureka College; University of Southern California.	
MARION G. MILLER, Ph.D., (1937)	<i>Professor of Art</i>
Ph.B., University of Chicago; M.A., University of California; Ph.D., Ohio State University; University of Illinois; Academy of Fine Arts, Chicago; Summer School of Painting, Saugatuck, Michigan; Umberto Romano School, East Gloucester, Massachusetts.	
MURRAY LINCOLN MILLER, Ph.D., (1950)	<i>Director of Audio-Visual Education</i>
	<i>Associate Professor of Education</i>
B.S., Bradley University; M.A., Ph.D., University of Pittsburgh; University of Chicago; Ohio State University; Teachers College, Columbia University; Geneva College, Beaver Falls, Pennsylvania; State Teachers College, Slippery Rock, Pennsylvania; Pennsylvania State University; City College of New York.	
ORRIN J. MIZER, M.A., (1947)	<i>Assistant Principal of Illinois Soldiers and Sailors Children's School</i>
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B.S. in Ed., M.A., Bowling Green State University; Kent State University; University of Iowa.	
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B.S., M.S., University of Illinois.	
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B.A., Marietta College; M.A., Ph.D., Ohio State University.	
JACK R. MUNSEE, M.A., (1957)	<i>Assistant Professor of Biological Science</i>
A.B., M.S. in Ed., M.A., Indiana University.	
HELEN M. NANCE, Ph.D., (1954)	<i>Professor of Education</i>
	<i>Director of the Division of Elementary Education</i>
A.B., Bradley University; Ph.M., University of Wisconsin; Ph.D., Ohio State University; University of Illinois.	
JOSEPH M. NATALE, M.S., (1956)	<i>Instructor in Art</i>
B.M.E., Evansville College, Evansville, Indiana; M.S., Indiana State Teachers College; Art Institute.	

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B.A., Des Moines University; M.A., Teachers College, Columbia University; University of Illinois; University of Colorado; Washington University.	
RICHARD L. NEWBY, M.A., (1958)	Instructor in English
B.A., M.A., Southern Illinois University; Illinois State Normal University.	
HAROLD L. NIEBURG, A.M., (1956)	Assistant Professor of Political Science
Ph.B., A.M., University of Chicago.	
EDWIN E. NIEMI, M.S., (1958)	Instructor in Art
B.S., M.S., University of Wisconsin.	
STANLEY K. NORTON, Ph.D., (1948)	Assistant Dean of Men
A.B., Lawrence College; A.M., Ph.D., University of Michigan; University of Wisconsin; University of Iowa.	Associate Professor of Education
ALICE L. O'BRIEN, M.S. in Ed., (1952)	Instructor in Education
B.S. in Ed., M.S. in Ed., University of Illinois; Northern Illinois University.	
BURTON L. O'CONNOR, Ed.D., (1937)	Professor of the Teaching of Health and Physical Education
B.A., Cornell College; M.A., University of Iowa; University of Illinois; Ed.D., the Pennsylvania State University.	Director of University High School Athletics
ALICE ROXANNE OGLE, M.A., (1932)	Assistant Professor of Art
A.B., Colorado State College; M.A., Teachers College, Columbia University.	
GERDA OKERLUND, Ph.D., (1931)	Professor of English
A.B., A.M., Ph.D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.	
ERNEST E. OLSON, M.A., (1955)	Instructor and Supervising Teacher Older Mentally Retarded
B.S. in Ed., Illinois State Normal University; M.A., Northwestern University; University of Chicago; University of Illinois.	
ANDREAS PALOUMPIS, Ph.D., (1956)	Assistant Professor of Biological Science
B.S. in Ed., M.S. in Ed., Illinois State Normal University; Ph.D., Iowa State College; University of Illinois.	
DONALD R. PARKER, M.P.H., (1950)	Inspector of Food Sanitation and Laboratory Technician — University Health Service
B.S. in Ed., Southern Illinois University; M.S., University of Michigan; Tulane University; University of Illinois.	
LOUISE O'NEIL PARKER, M.P.H., (1950)	Instructor and Nurse
B.S. in Ed., Southern Illinois University; M.P.H., University of Michigan; George Peabody College for Teachers; Cook County School of Nursing; University of Illinois; Indiana University.	
MARGARET PARRET, M.A., (1946)	Assistant Professor of Speech
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.	
ROGER E. PARSELL, M.A., (1958)	Instructor in English
B.A., Wabash College, Crawfordsville, Indiana; M.A., Butler University, Indianapolis, Indiana; University of Heidelberg, Germany.	

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B.A., Michigan State University; A.M., Ph.D., University of Illinois; University of Tennessee.	
HAROLD G. PAULSON, M.A., (1947)	<i>Assistant Professor of Psychology</i>
B.A., Luther College; M.A., Montana State University; University of California; University of North Dakota; Illinois State Normal University; University of Illinois.	
* EDWIN A. PAYNE, M.Ed., (1952)	<i>Assistant Professor of Psychology</i>
B.S. in Bus. Adm., B.S. in Ed., M.Ed., University of Missouri.	
HENRI R. PEARCY, Ph.D., (1940)	<i>Associate Professor of European History</i>
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D., Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University of Chicago.	
CECILIA H. PEIKERT, Ph.D., (1945)	<i>Director of Museums and Associate Professor</i>
A.B., Central Michigan College of Education; M.S., University of Michigan; Ph.D., State University of Iowa; University of Colorado.	
HARLAN W. PEITHMAN, Ed.D., (1937)	<i>Professor of Music</i>
A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., Northwestern University; Ed.D., Teachers College, Columbia University; Williams Band and Orchestra School, Saugerties, New York; Internationale Mozarteum, Salzburg, Austria; University of Iowa; University of Illinois.	
WARREN S. PERRY, M.S., (1955)	<i>Assistant Principal of University High School</i>
	<i>Assistant Professor of Business Education</i>
B.Ed., Wisconsin State College, Whitewater; M.S., University of Wisconsin; University of Minnesota; University of Illinois; University of Colorado.	
MARGARET KATHERINE PETERS, Ed.D., (1930)	<i>Professor of Business Education</i>
B.S., Indiana University; M.S., New York University; Ed.D., University of Colorado; University of Chicago; Cambridge University; University of Washington.	
HAROLD R. PHELPS, Ph.D., (1958)	<i>Professor of Education</i>
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B.S. in Ed., M.A., University of Nebraska; Ph.D., Ohio State University.	
GENEVIEVE ANNA POHLE, M.A., (1923)	<i>Assistant Professor and Assistant Librarian</i>
A.B., University of Wisconsin; M.A., Graduate Library School; University of Michigan; Library School, University of Wisconsin; Graduate Library School, University of Chicago.	
VERNON C. POHLMANN, Ph.D., (1955)	<i>Associate Professor of Sociology</i>
A.B., M.A., Ph.D., Washington University; University of Chicago.	
* WILLIAM D. POPEJOY, M.S. in Ed., (1953)	<i>Instructor in Mathematics</i>
B.S. in Ed., M.S. in Ed., Illinois State Normal University; University of Illinois; Colorado State College.	
MATTHEW PRASTEIN, M.S., (1958)	<i>Instructor in Physical Science</i>
A.B., Columbia University; M.S., University of Chicago; M.S., Illinois Institute of Technology; City College, New York.	
FRANCES D. PRINCE, M.A., (1958)	<i>Instructor and Supervising Teacher Deaf and Hard of Hearing</i>
B.A., The Rice Institute, Houston, Texas; M.L., The University of Houston; M.A., Teachers College, Columbia University.	
CHRISTINE P'SIMER, D.Ed., (1957)	<i>Assistant Dean of Women</i>
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A.B., Indiana University; M.A., Teachers College, Columbia University; D.Ed., Florida State University; Ball State Teachers College, Muncie, Indiana.	

* Leave of absence in 1958-1959 school year.

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EARL A. REITAN, Ph.D., (1954)	<i>Assistant Professor of History</i> B.A., Concordia College; A.M., Ph.D., University of Illinois.
VERNON L. REPLOCLE, Ed.D., (1950)	<i>Principal of Metcalf School</i> <i>Professor of Education</i> B.S., M.S., Ed.D., University of Illinois; Eastern Illinois University; Northwestern University.
JOHN L. REUSSER, Ph.D., (1944)	<i>Principal of Illinois Soldiers and Sailors Children's School</i> <i>Professor of Education</i> B.A., Upper Iowa University; M.A. in Ed., Ph.D., University of Iowa.
EVELYN REX, M.A., (1958)	<i>Instructor and Supervising Teacher</i> — <i>Blind</i> B.S., Southern Illinois University; M.A., Northwestern University.
E. IONE RHYMER, Ph.D., (1954)	<i>Associate Professor of Biological Science</i> B.Ed., Illinois State Normal University; M.S., Ph.D., University of Illinois.
* DORIS M. RICHARDS, M.S., (1951)	<i>Instructor in Speech</i> B.A., M.S., University of Michigan; Flint Junior College; University of Manchester, Manchester, England; Western Reserve University.
LILLIE MAE RICKMAN, A.M., (1950)	<i>Associate Principal of Metcalf School</i> <i>Assistant Professor of Education</i> B.A., Mississippi State College for Women; A.M., University of Chicago; Wayne University; Teachers College, Columbia University.
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JOSEPHINE ROSS, M.A., (1926)	<i>Assistant Professor of Home Economics</i> B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.

* Leave of absence in 1958-1959 school year.

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B.S., Memphis State College; M.S., Louisiana State University; Ed. D., University of Florida; Washington University; University of Illinois.	
WILLIAM G. ROUGHEAD, JR., M.S. in Ed., (1958)	Instructor in Mathematics
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IRVING W. SALOWITZ, M.D., (1958)	Assistant Director of the University Health Service and Associate Professor
M.D., Chicago Medical School.	
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HERBERT C. SANDERS, M.M., (1949)	Instructor in Music
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MARY C. SERRA, Ph.D., (1951)	<i>Director of Reading Laboratory</i> <i>Associate Professor of Education</i> B.S.E., State Teachers College, Westfield, Massachusetts; M.A., Teachers College, Columbia University; Ph.D., Temple University; New York University.
FRANK E. SHARKEY, JR., M.A., (1957)	<i>Instructor in Industrial Arts</i> B.S., M.A., Ball State Teachers College, Muncie, Indiana; Indiana University.
GRACE REBECCA SHEA, M.A., (1927)	<i>Instructor and Nurse, Laboratory Schools</i> R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
ALICE SHEVELAND, M.A. in Ed., (1942)	<i>Assistant Professor and Supervising Teacher in the Metcalf School</i> B.Ed., M.A. in Ed., Northwestern University; Northern Illinois University; University of Illinois.
GWEN SMITH, Ph.D., (1946)	<i>Professor of Health and Physical Education</i> B.S., M.S., Southwest Texas State College; Ph.D., University of Iowa.
NELSON SMITH, M.S. in Ed., (1948)	<i>Instructor in Education — Assistant in Publicity</i> B.S. in Ed., M.S. in Ed., Illinois State Normal University; Indiana University.
RICHARD J. SMITH, M.S., (1955)	<i>Director of Men's Residence Halls — Resident Director of Dunn Hall — Instructor</i> B.S. in Ed., M.S., Western Illinois University.
DOROTHY ODELL SOELLNER, A.M., (1955)	<i>Assistant Professor of English</i> A.B., Denison University; A.M., University of Chicago; University of Illinois.
* CLARENCE W. SORENSEN, Ph.D., (1949)	<i>Professor of Geography</i> A.M., Ph.D., University of Chicago; University of Nebraska; Wheaton College; University of Mexico.
FRED S. SORRENSON, Ph.D., (1920)	<i>Professor of Speech</i> A.B., Mount Morris College; B.E., M.E., Columbia College; A.M., Ph.D., University of Michigan; Central Michigan College of Education; Teachers College, Columbia University; Harvard University; Northwestern University; University of Chicago.
IRWIN SPECTOR, Ph.D., (1948)	<i>Professor of Music</i> B.S., New Jersey State Teachers College, Trenton; M.A., Teachers College, Columbia University; Ph.D., New York University; Diploma, Conservatoire National de Musique, Paris, France; University of Paris; Rutgers University.
EUNICE H. SPEER, M.S., (1944)	<i>Assistant Professor and Assistant Librarian</i> B.S., Kansas State Teachers College, Emporia; B.S. in L.S., University of Illinois Library School; M.S., University of Illinois.
J. RUSSELL STEELE, M.S. in Ed., (1947)	<i>Assistant Professor of Health and Physical Education</i> <i>Assistant in Publicity</i> B.S. in Ed., M.S. in Ed., Illinois State Normal University; New York University; University of Wisconsin.

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B.S., Stout State College; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western Michigan College of Education; Central Michigan College of Education.

RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois University; University of Southern California; Bread Loaf School of English, Middlebury, Vermont.

EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Health and Physical Education*
A.B., DePauw University; M.S., Indiana University; University of Missouri; University of Illinois.

THALIA JANE TARRANT, A.M., (1935) *Assistant Professor of History*
B.S., A.M., University of Missouri; Southwest Missouri State College; University of Illinois; University of Chicago.

LUCY LUCILE TASHER, Ph.D., (1935) *Professor of History*
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.

GLENN J. TAYLOR, Ph.D., (1950) *Director of Hearing Laboratory*
Professor of Speech
B.Ed., Illinois State Normal University; M.A., University of Iowa; Ph.D., University of Southern California.

DONALD F. TEMPLETON, M.A., (1950) *Assistant Professor of the Teaching of English*
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ISABELLE TERRILL, A.M., (1949) *Director of Housing*
Assistant Professor
A.B., Knox College; Mus. B., Knox Conservatory of Music; A.M., Teachers College, Columbia University; Chicago Conservatory of Music; Institute of Musical Art, New York City; DePaul University; University of Wisconsin; University of Illinois.

JOHN B. TERWILLIGER, M.M., (1957) *Assistant Professor of Music*
B.M., M.M., Westminster Choir College; Muskingum College; Teachers College, Columbia University.

HERMAN R. TIEDEMAN, Ph.D., (1946) *Professor of Psychology*
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JAMIL I. TOUBBEH, M.A., (1958) *Instructor in Speech*
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RAYMOND W. TUDOR, M.A., (1948)	<i>Assistant Professor of English</i>
B.J., B.S. in Ed., University of Missouri; M.A., University of Michigan; University of Kansas; University of Illinois.	
SADIE BERNETTE UDSTUEN, M.A., (1950)	<i>Assistant Professor and Supervising Teacher in the Metcalf School</i>
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CHARLOTTE M. UPTON, M.S. in Ed., (1958)	<i>Instructor in Home Economics</i>
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ARDEN L. VANCE, M.M., (1949)	<i>Director of Bands</i> <i>Assistant Professor of Music</i>
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DALE B. VETTER, Ph.D., (1941)	<i>Professor of English</i>
A.B., North Central College; M.A., Ph.D., Northwestern University; University of Chicago.	
* ESTHER VINSON, Ph.D., (1926)	<i>Professor of English</i>
A.B., B.S., A.M., University of Missouri; Ph.D., University of Wisconsin; University of Iowa; University of Chicago.	
FRANCIS M. WADE, M.A., (1947)	<i>Director of Alumni Services</i> <i>and Assistant Professor</i>
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ARTHUR WELDON WATTERSON, Ph.D., (1946)	<i>Professor of Geography</i> <i>Head of the Department of Geography</i>
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MARY DOROTHY WEBB, M.A., (1930)	<i>Assistant Professor of the Teaching of Business Education</i>
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ELEANOR WEIR WELCH, M.S., (1929)	<i>Director of Libraries and Associate Professor</i>
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.	
JOHN H. WESLE, M.A., (1952)	<i>Assistant Professor of Art</i>
B.S., Wisconsin State College, Milwaukee; M.A., Western Reserve University; New School for Social Research, New York City; University of Southern California; Cleveland School of Art; Summer School of Painting, Saugatuck, Michigan; University of Wisconsin.	
MARGARET MARY WESTHOFF, M.S., (1933)	<i>Assistant Professor of Music</i>
B.Ed., Illinois State Normal University; M.S., Northwestern University; Teachers College, Columbia University; American Conservatory of Music, Chicago; University of Illinois.	
HARRIET R. WHEELER, M.A., (1946)	<i>Assistant Professor of Business Education</i>
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CHARLES A. WHITE, Ph.D., (1957)	<i>Assistant Professor of Speech</i>
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ROBERT R. WHITED, M.S., (1958)	<i>Instructor in Music</i>
B.S., M.S., University of Illinois; Tri State College, Angola, Indiana; U.S.N. School of Music, Washington, D.C.	
JENNIE ALMA WHITTEN, Ph.D., (1919)	<i>Professor of Foreign Languages Head of the Department of Foreign Languages</i>
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LELA WINEGARNER, A.M., (1933)	<i>Assistant Professor of English</i>
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VERMELL WISE, M.A., (1948)	<i>Assistant Professor of English</i>
A.B., Centre College; M.A., Teachers College, Columbia University; University of Kentucky; University of Illinois.	
SHIRLEY WOOD, M.A., (1957)	<i>Resident Director of Barton Hall and Instructor</i>
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BETTY WOODSON, M.A., (1957)	<i>Instructor and Supervising Teacher Older Physically Handicapped</i>
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ETHEL WOOLEY, M.A., (1957)	<i>Instructor in Education</i>
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RUTH V. YATES, M.A., (1935)	<i>Assistant Professor of Speech</i>
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LEO J. YEDOR, Ph.D., (1948)	<i>Associate Professor of International Relations</i>
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* LYLE M. YOUNG, M.A., (1952)	<i>Assistant Professor of Music</i>
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.	
ORVILLE L. YOUNG, Ph.D., (1939)	<i>Professor of Agriculture</i>
B.S., Purdue University; M.S., Ohio State University; Ph.D., The Pennsylvania State University; Cornell University.	
RUTH ZIMMERMAN, M.A., (1935)	<i>Assistant Professor and Assistant Librarian</i>
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* Leave of absence, first semester, 1958-1959.

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B.S. in Ed., Illinois State Normal University.	
HARRIET G. VISSERING, A.B., (1952)	<i>Residence Hall Director</i>
A.A., William Woods College, Missouri; A.B., Washington University; College of Missions, Indianapolis, Indiana.	

THE FACULTY EMERITI

HOWARD WILLIAM ADAMS, S.M., (1909)	<i>Professor of Physical Science (Emeritus)</i>
B.S., Iowa State College; S.M., University of Chicago; Illinois Institute of Technology; University of Illinois.	
THOMAS MORSE BARGER, M.A., (1913)	<i>Assistant Professor of Physical Science (Emeritus)</i>
A.B., M.S., University of Illinois; Illinois State Normal University.	
GLADYS L. BARTLE, Ph.D., (1930)	<i>Associate Professor of Art (Emerita)</i>
B.S., M.S., Ph.D., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts.	
OLIVE LILLIAN BARTON, A.M., (1906)	<i>Dean of Women (Emerita)</i>
Associate Professor	
A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.	
MARY ELIZABETH BUELL, M.A., (1926)	<i>Assistant Professor of Home Economics (Emerita)</i>
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; University of Illinois; University of California.	
EDWARD LEROY COLE, Ed.D., (1931)	<i>Professor of Education (Emeritus)</i>
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State Normal College.	
MARGARET COOPER, Ed.D., (1932)	<i>Professor of Education (Emerita)</i>
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.	
RACHEL MERRILL COOPER, M.D., (1928)	<i>Director of University Health Service (Emerita)</i>
M.D., University of Illinois; Women's and Children's Hospital, Chicago; New York Post Graduate Medical School; Washington University Medical School.	

MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography (Emerita)*
B.Ed., Illinois State Normal University; S.M., University of Chicago.

ALTA J. DAY, M.A., (1928) *Assistant Professor of Business Education (Emerita)*
B.A., Lawrence College; M.A., Teachers College, Columbia University; University of California; Gregg College.

CHRIS A. DEYOUNG, Ph.D., LL.D., Lit.D., (1934) *Professor of Education (Emeritus)*
A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., Northwestern University; LL.D., Lincoln College; Lit.D., Hope College.

ALVA W. DRAGO, M.S., (1919) *Assistant Professor of Industrial Arts (Emeritus)*
B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois University; University of Wisconsin.

LURA M. EYESTONE, B.S., (1901) *Instructor and Supervising Teacher (Emerita)*
B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.

FLOYD TOMPKINS GOODIER, M.A., (1935) *Associate Professor of Education (Emeritus)*
A.B., Colgate University; M.A., Teachers College, Columbia University; University of Chicago.

ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor of the Teaching of English (Emerita)*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.

WEZETTE A. HAYDEN, M.A., (1921) *Assistant Professor and Supervising Teacher in the First Grade (Emerita)*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Southern Illinois University; University of Illinois.

DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English (Emerita)*
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford University; University of Illinois; Louisiana State University.

CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of Agriculture (Emeritus)*
B.S., M.S., University of Illinois; Western Illinois University; Illinois State Normal University; Colorado State Agricultural College.

EMMA R. KNUDSON, Ph.D., (1934) *Professor of Music (Emerita)*
B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Ph.D., Northwestern University; Jewell Lutheran College; Bush Conservatory of Music; Teachers College, Columbia University; University of Chicago; University of Illinois.

ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Biological Science (Emeritus)*
A.B., A.M., Ph.D., University of Illinois.

THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education (Emeritus)*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.

RALPH HARLAN LINKINS, A.M., (1917) *Dean of Men and Associate Professor of Biological Science (Emeritus)*
A.B., Illinois College; A.M., University of Illinois.

BLANCHE McAVOY, Ph.D., (1926) *Professor of the Teaching of Biological Science (Emerita)*
B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago.

CLIFFORD NEWTON MILLS, Ph.D., (1925) *Professor of Mathematics (Emeritus)*
B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin; University of Michigan.

ROSE ETOILE PARKER, Ph.D., (1931) *Professor of Education (Emerita)*
B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin.

GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian (Emerita)*
Chicago Public Library Training School; University of Wisconsin.

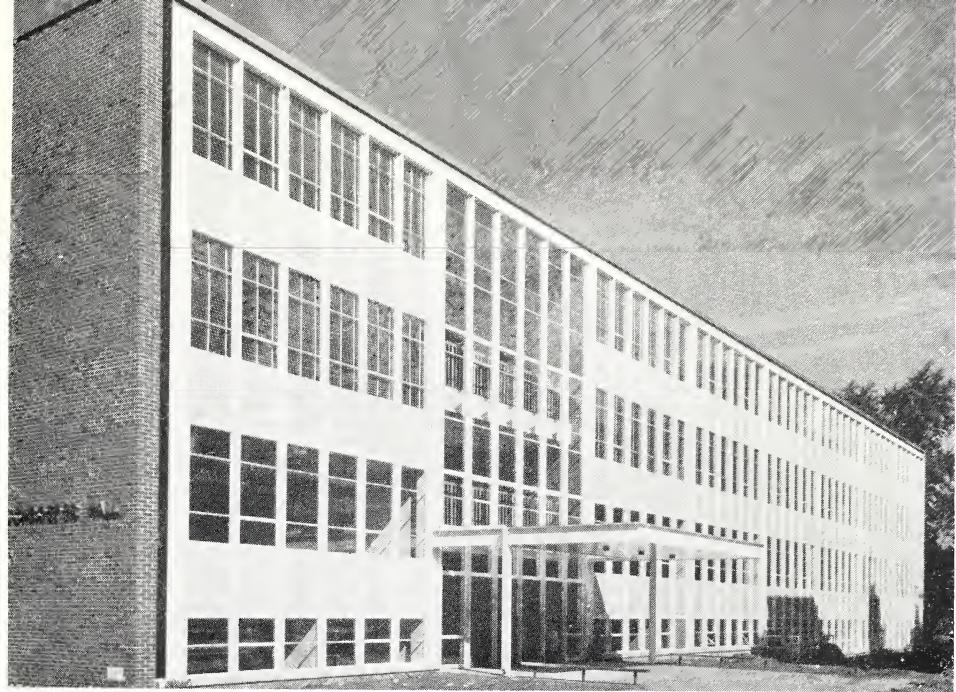
LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English (Emerita)*
B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.

AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education (Emerita)*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.

BERTHA MAY ROYCE, Ph.D., (1925) *Professor of Biological Science (Emerita)*
B.A., Wellesley College; M.A., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.

LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physical Science (Emeritus)*
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa; University of Chicago.

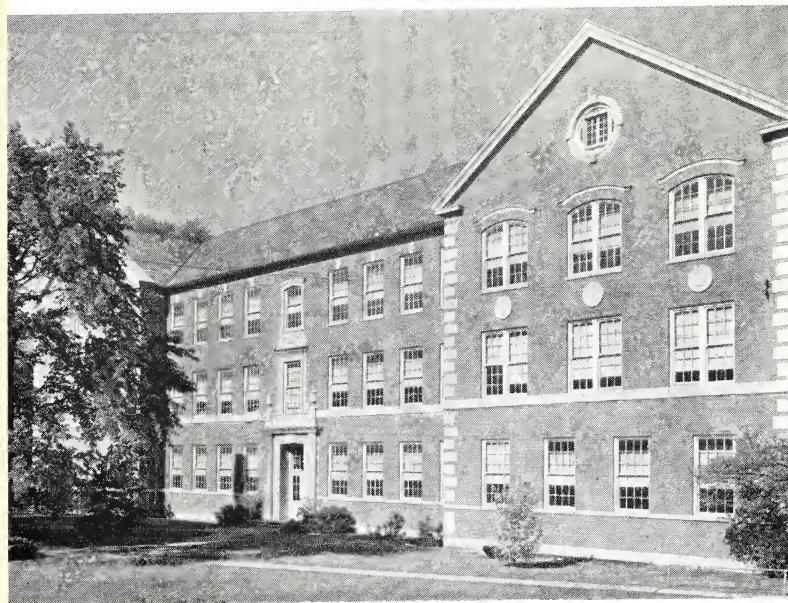
FLORENCE EVELYN TEAGER, Ph.D., (1931) *Professor of English (Emerita)*
B.A., M.A., Ph.D., University of Iowa; University of Chicago.



Schroeder Hall

*Residence Halls for Women
(To be completed in 1960)*





*Felmley Hall
of Science*

Physical Science



Biological Science

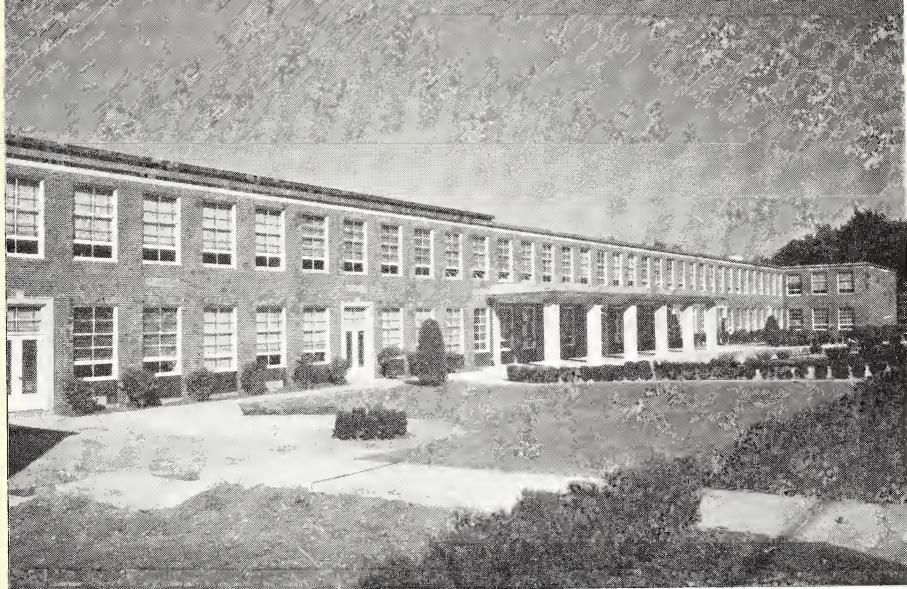


University Farm



Agriculture





Metcalf School

Child Development Study



An Introduction to Illinois State Normal University

TEACHING AS A PROFESSION

Our democratic society, founded upon the principles of free education for all, relies upon teaching as its cornerstone. Today, all other professions must build upon the processes of education. The teacher, working with students, then, is the central point in these educational processes.

The teacher must be a person devoted to serving others. He must be an individual who learns throughout his life. As he applies the sciences of education to practice, the teacher becomes a skilled artist at work.

Teachers are generally held in high esteem, for citizens of a community have come to recognize that the well-being of our nation depends upon the success of the superior teacher. The profession of teaching is constantly being upgraded, both as to the quality of persons who enter the field and the rewards received by those who teach.

IDEALS AND PURPOSES OF THE UNIVERSITY

Illinois State Normal University is dedicated to the preparation of teachers for educational levels beginning with the kindergarten and extending through the junior college. Its ideal is to prepare distinguished teachers which, for a century, have been the trademark of graduates of this University.

Because the preparation of competent teachers is the single purpose of this University, it has been able to concentrate on improving the quality of teacher education. In order to serve the schools adequately, the University provides for other educational personnel, including school principals, superintendents, school counselors and guidance officers. The University does not limit its contributions to prospective teachers only. It also extends its cooperation to teachers in service and to school systems in general.

THE UNIVERSITY SETTING

PERSONNEL

The faculty of Illinois State Normal University includes over 300 persons holding a minimum of a master's degree. Of that number, approximately 50% have earned doctorates.

The student body consists of approximately 3,600 students during the regular school year, representing more than 550 high schools from 94 counties in Illinois.

EXPENSES

Since a high percentage of funds necessary to provide superior quality of education is available through state appropriation, the cost to the student attending the University is moderate. While the average cost to the student for a full school year approximates \$900, about 60% of the students hold state scholarships, reducing the over-all figure to about \$800.

LOCATION

The University is located in the town of Normal, an attractive, suburban residential town with a population of about 13,000. Adjoining is Bloomington, a thriving city of approximately 40,000 which was designated as one of the 11 All-American cities in 1955. Originally about a mile apart, the two communities have grown together and merged into one city, although each maintains its own municipal organization. Situated, then, in the geographical center of Illinois, the University is strategically placed for convenience and for future development.

Normal and Bloomington are on two railroad lines: the Gulf, Mobile, and Ohio and the New York Central. Several state and federal highways (routes 9, 51, 66, and 150), which lead into the two cities, make the University accessible to all parts of the state. The Ozark Airlines and interstate bus lines also provide service to the communities.

Lake Bloomington, the parks and golf courses in and around Bloomington-Normal, added to the facilities of the University campus, afford opportunities for outdoor sports and recreational activities for students and faculty.

The material advantages in the location of Illinois State Normal University are enhanced by unusual intellectual and esthetic aspects of the environment. The communities are literary and music centers. The University contributes to and benefits from these cultural elements in the civic life of the two cities.

HISTORICAL SKETCH

Founded in 1857, the first state normal school in the Mississippi Valley, the second west of the Allegheny Mountains, and the tenth in the United States, the University celebrated its one hundredth year during the calendar year 1957. The founding of the University marked the beginning of state-supported higher education in Illinois.

The four-year college program leading to the bachelor's degree was inaugurated in 1907. In 1943 the fifth or graduate year, leading to the master's degree, was added.

The University, in the 100 years of its existence, has been served by the following nine presidents:

Charles Hovey, 1857-1861; Richard Edwards, 1862-1876; Edwin C. Hewitt, 1876-1890; John W. Cook, 1890-1899; Arnold Tompkins, 1899-1900; David Felmley, 1900-1930; Harry A. Brown, 1930-1933; Raymond W. Fairchild, 1933-1954; Robert G. Bone, 1956- .

ACCREDITATION

The University is accredited by both the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. It holds institutional memberships in the American Council on Education and the American Association of Colleges for Teacher Education. Its women graduates are eligible for membership in the American Association of University Women.

The Campus

The University campus includes 71 acres with 38 buildings. The University is indebted to the vision of Jesse W. Fell for the artistic effect gained through the planting of trees soon after the school was established. Now over 100 years old, the trees, as well as the beauty of the general landscaping, characterize the foresight of the Philadelphia landscape gardener whom Mr. Fell brought to the campus in 1857. The building known as Old Main, razed in 1958, served as a landmark in central Illinois education for 99 years.

ACADEMIC BUILDINGS

(These are placed in order of construction. The dates shown are dates of construction.)

North Hall (1892) is used for classes in Agriculture, Art, Education, English, Music and Social Science.

Cook Hall (1895) is used as a gymnasium for University High School, for Business Education classes, the campus studio of radio station WJBC, and Music activities.

Industrial Arts Building (1908) is used for Industrial Arts, Home Economics, and Fine and Applied Arts. Capen Auditorium, with a capacity of 1100, is located in the building.

University High School (1912) is used as a four-year secondary school and laboratory for secondary education student teaching.

McCormick Gymnasium (1925) is occupied by the Division of Health and Physical Education for men and women.

Felmley Hall of Science (1930) is used for Biological and Physical Sciences.

Home Management Houses (1939) are two complete houses, one furnished in the traditional manner, the other, modern.

Milner Library (1940) has four stack levels containing 180,000 volumes.

Administration Building (1950) provides offices for those persons concerned with administering policies of the University.

Fairchild Hall of Special Education (1951) contains provisions for the preparation of teachers of exceptional children.

Schroeder Hall (1957) contains 49 rooms for classes in Education, English, Foreign Language, Geography, Mathematics, Psychology, Social Science, and Speech.

Metcalf Building (1957) is used for kindergarten, elementary grades one through six, and a junior high school of grades seven and eight.

Centennial Building (1958) is used for art, music, speech, and dramatic studies.

STUDENT HOUSING

The following buildings provide housing on campus for men, women, and married students:

Fell Hall (1918) for 260 sophomore women.

Smith Hall (purchased by the University in 1934) for 52 men.

Cardinal Court (1945) for 96 men and a limited number of families.

Smith Hall Annex (purchased by the University in 1946) for 11 men.

Barton Hall (1951) for 160 upperclass women.

Dunn Hall (1951) for 160 men.

Walker Hall (1955) for 410 freshman women.

AUXILIARY BUILDINGS AND GROUNDS

Central Heating Plant (1916) supplies heat and power for the campus.

Greenhouse (1938) is for growing plants and flowers for campus and for botany courses.

Industrial Arts Annex (1945) provides for machine-shop practice, welding, and sheet metal work.

Student Union (1956) has facilities for student leisure time activities.

McCormick Athletic Field consists of eight acres equipped for varsity and intramural sports.

University Farm includes 192 acres for cultivated crops and pasture.

Admission, Orientation and Registration

QUALIFICATIONS FOR ADMISSION

Qualifications for the teaching profession require essential physical, mental, personal, and social characteristics. Among these are good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor, and optimism. Although the University has not set up formal tests required of all students to determine the fitness of the applicant, certain standards are used to help select those who will probably be most successful teachers. The frank reactions of high school principals and counselors, as to the probable success of applicants, serve to aid in the selection process.

Other qualifications include the following:

1. Applicants for admission must be graduates of recognized or accredited high schools.
2. Certain scholastic qualifications beyond the minimum required for high school graduation are expected from those planning entrance into the teaching profession. A student in the lowest third of his high school class may expect to be required to come to the campus for testing before final action is taken on his application.
3. A physical examination given by the student's own physician (licensed to practice medicine in the state of residence) must be completed during the 60 days preceding registration. A report of the findings of a chest x-ray or a skin test for tuberculosis, done within the year, must be a part of this examination. A new student, who has been in military service, may use a certified copy of his discharge physical examination if it has been completed within six months of registration.
4. All applicants must be vaccinated against smallpox by their home physicians before registering in the University.
5. Hearing tests will be made by the University as a part of the registration procedure.
6. Students from accredited colleges and universities may be admitted on presentation of satisfactory records. In general, an average of at least "C", or its equivalent, and good standing are required.

HIGH SCHOOL SUBJECTS RECOMMENDED FOR ADMISSION

Even though specific subjects are not required for admission, it is wise for students to select a strong academic program. Four years of English, including preparation in grammar and mechanics of expression, are strongly advised. Further, students should take high school subjects which will give

them the best possible preparation for the program they plan to take in college.

Students should seek the advice of high school counselors regarding preparation for college.

For students preparing to teach in the upper grades and junior high school, a year of algebra and a year of geometry are advised.

For students preparing to teach mathematics, one and one-half years each of algebra and geometry are recommended.

ADMISSION PROCEDURES

Application for admission, to be filed by the student, may be made any time after the completion of seven semesters of high school work. Blanks may be secured from the Director of Admissions. Complete credentials must be sent to the Director of Admissions from any and all colleges in which the student may have registered after graduation from high school.

As soon as the application and the proper credentials are received, they will be given consideration and the applicant will be notified as to the action taken.

Students may be admitted at the beginning of either semester or the opening of the summer sessions.

ADVANCED STANDING FOR TRANSFER STUDENTS

Advanced standing credit will be granted for work completed at accredited colleges and universities. A statement of advanced standing, showing how credits may be used in the University, will be issued to the student and to the head of the department after the application for admission has been approved.

ORIENTATION DAYS

The purpose of orientation is to introduce new students to life on the campus. In 1959, these days are September 14-17 (Monday to Thursday). The program includes important lectures about college work, registration, and social events. Certain upper classmen at the University will be with groups of new students to give important information.

All freshmen admitted to the University should report at 9:00 a.m., Monday, September 14, 1959.

REGISTRATION

Registration days for the first semester are September 15-17, 1959. The second semester registration takes place on February 3 and 4, 1960. In both semesters students register according to a published schedule.

Students may not register after October 1, 1959, for the first semester and February 18, 1960, for the second semester.

Costs and Living Accommodations

FEES

The following schedule of fees, due on registration day, apply to undergraduate students who are residents of Illinois. Non-resident fees are shown in the paragraph after this schedule. Information concerning Graduate School costs may be found in the Graduate School catalog. Students are not issued textbooks nor admitted to classes until fees have been paid.

For each semester

For students who register for more than six semester hours

Registration fee	\$50.00
Activity fee	14.00
Student Union fee	11.00
Textbook Service fee.....	5.00

\$80.00

For students who register for six semester hours or less

Registration fee per hour.....	\$ 8.00
Textbook fee	2.50
No activity or Student Union fees are charged.	

Auditors (taking courses without credit)

Registration fee per hour.....	8.00
The maximum charge (for more than six hours)	50.00

The following are additional fees not applicable to each student each semester:

Graduation fee 10.00

Late registration fee charged after
scheduled registration days..... 3.00

Late examination fee..... 1.00

Locker and towel fee for students in
physical education courses (\$2.00
refunded when padlock is re-
turned) 3.00

Change of program fee (charged beginning
September 18, 1959, for the first
semester and February 5, 1960,
for the second semester)..... 1.00

For students not residents of the State of Illinois, the registration fee for full-time students is \$135 per semester. For part-time students (taking six hours or less), the registration fee is \$22 per credit hour. All other fees are the same as those listed. The Registrar is responsible for applying the regulations for out-of-state fees.

The activity fee covers school activities and publications such as athletics, music, lecture, dramatic, forensic events, class dues, the school paper, and the school annual, as well as certain health and medical dispensary services.

REFUND

The registration and textbook service fees are refunded if a student officially withdraws from the University not later than the dates specified below for each semester. Student Union and activity fees are not refunded.

No refund will be made to a student who officially withdraws after September 28, 1959, for the first semester and after February 15, 1960, for the second semester.

LIVING COSTS AND ACCOMMODATIONS

Inquiries regarding housing should be addressed to the Office of University Housing.

ON CAMPUS

Current room and board rates in residence halls for men and women range from \$335-\$350 per semester. The University provides all room equipment and linens except personal towels.

Rooming only, at \$72 per semester, is available for men at Cardinal Court.

Accommodations for married couples are available in newly constructed unfurnished apartments. One bedroom units rent for \$55 per month; two bedroom units, \$66 per month.

The University reserves the right to increase current rates if necessary at the beginning of any semester or summer term with the understanding that adequate notice will be given.

OFF CAMPUS

Students not living at home or with relatives are required to secure University-approved housing in the Normal-Bloomington community. Lists of approved houses are maintained in the Housing Office. Undergraduate single students are not permitted to occupy apartments except by special arrangements made with the Dean of Women, the Dean of Men, and the Director of Housing.

A rooming agreement, defining terms on which rooms are rented, is completed by all students and householders when space is reserved in approved off-campus homes.

Rates for rooms vary from \$4.50-\$7.00 per week. Meals, secured in the community, average \$12-\$15 per week. In some homes, cooking privileges are available.

ESTIMATED TOTAL EXPENSE

The average cost for board, room, fees, and school supplies approximates \$900 for the school year of 36 weeks.

Scholarships and Financial Aids

SCHOLARSHIPS AND AWARDS

THE STATE TEACHER EDUCATION SCHOLARSHIPS are available by legislative enactment to selected graduates from all high schools in the state ranking in the upper half of their classes who plan to become teachers. High schools are entitled to three scholarships each if they have fewer than 500 students, to four scholarships each if they have 500 to 1000 students, five scholarships each if they have over 1000 students. The local school authorities certify in order of rank persons entitled to receive the scholarships, which cover registration and activity fees. The scholarships may be used for four years. High school seniors should ask their high school principals or counselors about these scholarships.

THE STATE SCHOLARSHIP COMMISSION program has made higher education available to a number of well-qualified high school graduates of Illinois. Examinations for these scholarships are given at designated places in the state. High school seniors are finally chosen for these scholarships on the basis of the examination, high school record, and financial need. In cases where financial need does not exist, honorary awards are granted.

This scholarship may be used in the Illinois college or university of the student's choice. It is granted for one year. Each winner, after completing a satisfactory year in college, may renew his scholarship for three more years or until he receives his bachelor's degree.

THE GOLDEN JUBILEE SCHOLARSHIPS of \$250 each are awarded to high school seniors who plan to prepare for teaching. These are made available by the Illinois Congress of Parents and Teachers. They are granted to persons with high scholastic standing, good health and character, some leadership ability, and the willingness to teach. One scholarship is given in each of the 33 P.T.A. districts in Illinois and may be renewed each year for students who qualify. District P.T.A. committees select the recipients. High school seniors should ask their high school principals about these scholarships. Applications must be filed before March 15.

THE ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS of \$50 to \$200 each are available to a limited number of undergraduate students for a one-year period. The scholarships are awarded on the basis of leadership, interest and participation in school activities, scholastic ability, financial need, and other qualifications established by the donors. Some other awards of varying amounts are available for students in the field of Special Education. The recipients of these awards are selected on the basis of ability, personality, financial need, and professional interest. Applicants must have completed at least one semester of work at the University. These awards are administered by the Student Financial Aid Committee.

THE GAILEY AWARDS are provided by The Watson Gailey Eye Foundation. There are two awards of \$140 each available to students pursuing work in sight saving. These awards are administered by the Student Financial Aid Committee. Applicants must have completed at least one semester of work at the University.

THE JUNIOR WOMEN'S CLUB AWARDS, several of \$100 to \$600 each, are made available to second semester freshmen or upperclassmen in special education. The granting of the awards is based upon scholastic ability, financial need, participation in extracurricular activities, and other qualifications established by the donors. These awards are administered by the Student Financial Aid Committee.

THE COUNCIL FOR THE HANDICAPPED AWARD of \$1,000 is available to junior students in some areas of special education who are interested in teaching in the south suburban area of Chicago. It is administered by the Student Financial Aid Committee.

THE CHICAGO WOMAN'S IDEAL CLUB SCHOLARSHIPS of \$140 each are made available to sophomore women. The granting of the scholarships is based upon a "B" average, participation in extracurricular activities, financial need, and other qualifications established by the donor. Recipients may reapply for their remaining years in college. These scholarships are administered by the Student Financial Aid Committee.

THE 17TH DISTRICT ILLINOIS FEDERATION OF WOMEN'S CLUB AWARD of \$100 is available to a student who is a second semester freshman or upperclassman from one of the five counties in the 17th district—Ford, Livingston, Logan, McLean, and Woodford. The award is granted on the basis of leadership, participation in school activities, scholastic ability, and financial

need. In some years an additional \$100 award is available from each county in the district under the same conditions. These awards are administered by the Student Financial Aid Committee.

THE I WILL CLUB SCHOLARSHIP of \$140 is made available to a sophomore woman. It is based on a "B" average, participation in extracurricular activities, financial need, and other qualifications established by the donor. The recipient may reapply for each successive year in college. This scholarship is administered by the Student Financial Aid Committee.

THE RICHARD F. FEENEY SCHOLARSHIPS of \$100 each are made available to 5 junior or sophomore women. The granting of the scholarships is based upon a "B" average, participation in extracurricular activities, financial need, and other qualifications established by the donors. Recipients may reapply for their remaining years in college. They are given by Mr. and Mrs. Richard F. Feeney of Yorkville, Illinois, and are administered by the Student Financial Aid Committee.

THE ALUMNI AWARDS are given by the Alumni Association of Illinois State Normal University.

One award of \$140 is made to a junior for use in his senior year and application should be made during the second semester of the junior year. To be eligible, a junior must have attended the University for his entire college career, must have earned a part of his college expenses, and must hold no other scholarships or awards. Intellectual and social qualities are considered for choosing the recipient.

The Association also makes three other awards of \$140 each to a freshman, a sophomore, and a junior. The awards are made in summer, based on scholarship and participation in extracurricular activities in high school and college. These awards are designed to encourage students who have a deep interest in teaching and need financial assistance to continue their education.

Selection of these recipients is made by the Alumni Awards Committee, made up of faculty and alumni.

THE JESSIE E. RAMBO AWARD of \$100 is made to a junior in the Division of Home Economics Education each year near the end of the second semester. This award, which covers school fees for the following year, is made on the basis of scholarship, personality, evidence of leadership, participation in campus activities, and possibilities of success in the teaching of home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics Education of Illinois State Normal University.

THE INDUSTRIAL ARTS CLUB SCHOLARSHIP of \$100 is made available by the Industrial Arts Club to a worthy junior who has industrial arts for either his first or second teaching field. He must be a member of the club and have a grade point average of not less than 3.0 in his industrial arts courses and 2.5 in all other courses. This scholarship is administered by a joint committee of faculty and students elected by the Club, and is to be used for registration fees during the student's senior year.

THE CHILDREN'S THEATRE SCHOLARSHIP, for \$100, is offered by The Children's Theatre of Normal, Illinois. It is awarded to a student chosen on the basis of worthiness, activity in dramatics, and financial need.

THE ERMA IMBODEN MEMORIAL AWARD is made each year from the Erma Imboden Memorial Fund to a student teacher in the Metcalf School. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions given by the many friends of Miss Imboden, who for many years was a supervising teacher in the Metcalf School.

THE STELLA V. HENDERSON MEMORIAL AWARD is made available annually to a graduate student through the interest of Kappa Delta Epsilon, Kappa Delta Pi, and the many friends of Dr. Henderson, a very active student and faculty member of the University, whose particular contribution was in the field of philosophy of education. The fund is administered by the University Foundation.

THE FACULTY WOMEN'S CLUB SCHOLARSHIP, for \$100, is in honor of the men and women of Illinois State Normal University in World War II. It is awarded to a student of Junior standing with high scholarship, excellent character, and qualities of leadership.

THE LATHROP MEMORIAL AWARD, for \$140, is available to a senior in the Department of Geography who wishes to continue as a graduate student in that Department. The selection is made by the staff of the Department of Geography on the basis of scholarship, good character, evidence of interest in teaching geography, and financial need. The award is a memorial to Dr.

Harry O. Lathrop for his outstanding contributions to the community, to the University, and to the field of geography.

THE RAYMOND W. FAIRCHILD MEMORIAL AWARD is made each year from the Fairchild Memorial Fund. Money was contributed to this fund by the many friends of Dr. Fairchild, who was president of Illinois State Normal University from 1933 until 1955. The scholarship is given to an outstanding athlete who has a good scholastic record and financial need. The selection is made by the Student Financial Aid Committee upon recommendation of the Athletic Board.

THE BLACKFRIAR AWARDS are presented each semester to four upperclass men. Applicants for these awards must have a scholastic average of "C" or better. The recipients are chosen by a committee comprised of three faculty members and three student Blackfriar members. The recipients are in no way obligated to the Blackfriar organization. Application is made directly to the Blackfriar organization.

THE LOWELL MASON AWARD of \$100 is presented in the spring to a deserving sophomore or junior in the Music curriculum. It is designed to aid a student in music who has actively participated in campus and music organizations. A committee composed of the Head of the Department of Music, Faculty Adviser of the Lowell Mason Club, and a school administrator, selects the recipient from application letters received in the spring.

LOAN FUNDS

THE STUDENT LOAN FUND is available for seniors and graduate students. From this fund a student may borrow at a low rate of interest a sum not to exceed \$150. This fund also is available to veterans who need temporary assistance. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

THE ANNIE LOUISE KELLER LOAN FUND consists of \$150, which is loaned without interest to properly qualified students selected by the Student Financial Aid Committee. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927. A fund was raised by students and faculty as a memorial to Miss Keller. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

THE FACULTY WOMEN'S CLUB LOAN FUND is available to women students who meet the standards required by the Club. No more than \$200 may be borrowed by each student. The Office of the Dean of Women will furnish information about loans from this fund.

THE ILLINOIS CONGRESS OF PARENTS AND TEACHERS LOAN FUND is available to a student who shows need. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

THE GLADYS WATTS MEMORIAL LOAN FUND is available to needy students. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

THE C. C. BYERLY MEMORIAL LOAN FUND, instituted by the Illinois Bookmen's Club has been established to financially assist deserving men students in their junior or senior year. Information concerning this fund may be obtained from the Chairman of the Student Financial Aid Committee.

THE FEDERAL STUDENT PROGRAM of the University provides financial assistance through participation in the National Defense Student Loan Program under Title II of the National Defense Education Act of 1958, Public Law 85-864. This program, nationwide in scope, provides loans to students under easy terms with special scholarship provisions for student borrowers who later enter public elementary and secondary teaching and public school administrative careers. Information concerning this program may be obtained from the Chairman of the Student Financial Aid Committee.

GRANTS-IN-AID

Through contributions from alumni and friends of the University, some grants-in-aid are available to students with limited financial resources. The amount granted each student is determined by the need and ability of the student.

PART-TIME EMPLOYMENT

There are possibilities for part-time work for both men and women on the campus and in the community. Information may be received from the Dean of Men or Dean of Women. Before entering into agreement with an employer, the student should consult the Dean of Men or Dean of Women.

FINANCIAL AIDS TO VETERANS

Federal Benefits. Veterans who entered the Armed Forces prior to February 1, 1955, are eligible for V.A. Educational Benefits under Public Law 550 ("Korean Bill"). For a single veteran carrying a full class load (Undergraduate: minimum of 14 semester hours; graduate: 12 semester hours), the subsistence allotment is \$110 a month; if he has one dependent, \$135; two dependents, \$160.

It is recommended that veterans file their applications for these benefits through the Office of Veterans' Services, either by mail or in a personal visit. Other documents which may be submitted through this office are declarations of marital status, marriage certificates, and birth certificates.

Certain federal benefits are available under Public Law 634 to children whose father's death is attributed to service-connected disabilities. Such children of deceased veterans are invited to make an inquiry of the Office of the Veterans' Services for specific information.

State Military Scholarships. During any semester or summer session for which a veteran is not receiving federal benefits, he may avail himself of the provisions of the State Military Scholarship Law, provided he has an honorable discharge and was a resident of the state of Illinois at the time of induction. These scholarships, which cover four years of registration and activity fees at the state supported universities only, are administered through the Office of the Registrar.

Student Life

CULTURAL OPPORTUNITIES

The University feels a distinct responsibility in providing experiences which will add to the cultural growth of its students. In addition to its museum displays and the Carnegie Room for listening to classic recordings in Milner Library, provision is made for display of visiting art collections and student art works in the Milner Library art gallery and in the Student Union Building.

The Entertainments, Concerts, and Lectures Board is designed to provide for enhancing this area of student life. The Board, composed of an equal number of students and faculty members, brings to the campus each year the finest musicians, dancers, lecturers, and stage personalities. It also sponsors the Arts Theatre, featuring outstanding American and foreign film classics.

STUDENT ORGANIZATIONS AND ACTIVITIES

In its social functions the University encourages proper social usage and seeks to teach informally propriety and dignity within a democratic framework. Developed chiefly by students with faculty cooperation, the social and other interests of the student body find their outlet in many diversified activities and organizations. Participation in such activities is recognized and encouraged as a valuable part of a complete teacher-education program.

Since the founding of Illinois State Normal University, the formation of social fraternities and sororities of even a local nature has not entered the student life program. In the belief that it can function to better advantage and that more complete participation in the life of the University is possible without such organizations, the University maintains that it is not desirable to approve their establishment. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

STUDENT SENATE

The Student Senate is a representative body made up of students elected from each of the major departments of the University. The President, Vice-President, Secretary, and Treasurer of the Student Senate are elected by the student body. The functions of the Student Senate are to formulate plans for improving the conditions and character of student life and the formulation of recommendations to the administration. The Senate has the responsibility of recommending students for appointment to several student-faculty boards, and for sponsoring all-school elections.

STUDENT UNION BOARD

The Student Union Board is composed of twelve student representatives from the classes, two faculty representatives, the Director of Alumni Relations and the Director of the Student Union. It functions as an advisory board in matters of policy related to the Student Union and plans a recreational program for student participation.

UNIVERSITY CLUB

Every undergraduate man becomes a member of the University Club upon registration at the University. The club pledges itself to promote wholesome type of good fellowship among the men of the campus, to encourage men to come to the University, and to support worthy enterprises of the University, especially those in which men are interested. The organization sponsors a constructive program of social events on the campus.

WOMEN'S LEAGUE

Every undergraduate woman student is a member of the Women's League. Through its various committees, the Women's League makes it possible for women of the student body to function as a unified group. Everything that touches the life of women of the school is of interest to the League. Every woman may be allied with some committee for the promotion of its special activities in the interest of the entire group.

CLASS ORGANIZATIONS

Each of the four undergraduate classes is organized by popular election with a president, vice-president, secretary, and treasurer. Social and other class activities are directed by advisory boards under the leadership of elected officers. Traditional events include a Sophomore Cotillion and a Junior-Senior Prom.

RESIDENT ORGANIZATIONS

All University residence halls are organized with elected student leaders and governing boards for the promotion of student self-government through legislative and social activities. A women's House Presidents Board is organized under the auspices of the Women's League to give off-campus student women's houses voice in student affairs.

STUDENT EDUCATION ASSOCIATION

The Student Education Association at this University, known as the McMurry Chapter, is a professional organization and a junior member of the National Education Association and the Illinois Education Association. It is a general professional organization between high school F.T.A. (Future Teachers of America) and full membership in parent professional organization. The

organization strives to train youth in professional and civic affairs and to promote and encourage the teaching profession. Members of the local chapter help in the organization of high school F.T.A.'s in Illinois. This group acts as a service group to the University helping in conference registration, guiding persons who visit the campus, and other similar services. Membership is open to all students.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

The National Association for the Advancement of Colored People was organized on our campus in 1955. It is an affiliate of a national organization whose main principal is one of improving human relations among all racial and religious groups.

RELIGIOUS ORGANIZATIONS

In the belief that a stable philosophy of life is essential to effective living and the work of its students, the University has encouraged both interdenominational and denominational student religious activities. Its Young Women's Christian Association, organized in 1872, was the first student Y.W.C.A. in the world.

Interdenomination organizations include:

- Inter-Varsity Christian Fellowship
- Young Women's Christian Association

Denominational organizations on campus include:

- Canterbury Club, for Episcopal students
- Channing-Murray Foundation for Unitarian students
- Christian Science Organization
- Evangelical United Brethren Fellowship
- Lutheran Student Organization, for all synods
- Newman Club, for Catholic students

Religious foundations sponsored by Normal churches:

- Baptist Youth Center
- Disciples Student Fellowship (Christian)
- United Campus Christian Foundation (Presbyterian, Evangelical and Reformed, Congregational)
- Wesley Foundation (Methodist)

Local churches of several denominations have developed young people's activities centered around the college students of their denomination on the campus.

DEPARTMENTAL AND CAMPUS CLUBS AND HONORARY SOCIETIES

Most departments in the University sponsor departmental organizations for their students. For students who earn outstanding college records, many

departments sponsor honorary societies. Some clubs have activities of interest to students from various departments.

Departmental and campus clubs include:

Art Club	Maize Grange (agriculture, home economics, and others)
Business Education Club	Men's Physical Education Club
Cloverleaf Collegiates 4-H Club	Naturalist Club
Elementary Education Club	Physical Science Club
English Club	Science Club
Foreign Language Club	Social Science Club
Home Economics Club	Special Education Club
Industrial Arts Club	Women's Physical Education Club
Lowell Mason Club (music)	Young Democrats
	Young Republicans

Honorary Societies include

Alpha Beta Alpha — Library Science
Alpha Phi Gamma — Journalism
Alpha Phi Omega — Scouting
Alpha Tau Alpha — Agriculture
Gamma Theta Upsilon — Geography
Iota Lambda Sigma — Industrial Arts
Kappa Delta Epsilon — Education (for women)
Kappa Delta Pi — Education
Kappa Mu Epsilon — Mathematics
Kappa Omicron Phi — Home Economics
Pi Gamma Mu — Social Science
Pi Kappa Delta — Forensics
Pi Omega Pi — Business Education
Sigma Tau Delta — English
Theta Alpha Phi — Dramatics

RECREATION AND SPORTS

A prominent place is accorded athletics in the activity program of the University. Standing for the highest type of good sportsmanship, University teams have won marked success in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, golf, and swimming. "B" team schedules are arranged in football and basketball. The University is a member of the Interstate Intercollegiate Athletic Association, composed of seven state-supported schools.

In addition to its extensive intercollegiate program for men, the University carries out a broad intramural program for both men and women. With excellent facilities, adequate equipment, and well-trained instructors for such activities, large numbers of students participate in these programs. McCormick

Gymnasium cares for indoor activities, the pool in the Metcalf Building for swimming, and the Athletic Field for intercollegiate sports and the intramural program.

Intramurals for women are sponsored by the Women's Recreation Association, a local chapter of a national organization. The WRA promotes friendly competition in team and individual sports among the various housing units and in many other ways encourages cooperative recreational activities for the physical, mental, and social development of all college women. For co-recreation, the club sponsors playnights and a square dance group, Shufflin' Shoes, a swim club and an outing club.

Other student organizations with recreational and sports interest include:

- Gamma Phi — gymnastics
- "N" Club — sports lettermen
- Orchesis — modern dance

MUSIC ACTIVITIES

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this fact, provides music organizations which will enrich the student's musical background and prepare the student to teach similar groups.

Concerts are presented by some of the musical organizations on the campus and in communities in this area. The Lowell Mason Club presents an operetta each year on the campus.

Music organizations include:

Circus Band	University Choir
Concert Band	University Symphony Orchestra
Men's Glee Club	University Women's Chorus
Men's Marching Band	Varsity Pep Band
Treble Chorus	Women's Marching Band

Membership in these organizations is open to all University students who can qualify.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the Orchestra and Band, and serve as laboratory hours for certain music courses.

SPEECH AND DRAMATIC ACTIVITIES

In addition to course work offered in the Department of Speech, emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League. Student orators compete annually for the medal offered to the best speaker in the public speaking division of the Edwards Medal Contest.

As part of the work of interpretative reading classes, an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extraclass dramatic activity at Illinois State Normal University is under the auspices of the University Theatre. The Theatre Board, composed of presidents of the dramatics organizations (Jesters and Theta Alpha Phi), a number of students chosen as leaders in various fields of dramatic production, the Director of Dramatics and the Technical Director, determines policies and directs activities involved in the production of plays. Four major plays are presented each year, with participation open to all students of the University. Students may qualify for membership in Jesters, local dramatic organization, through extraclass dramatic activity and may accumulate points which qualify them for membership in Theta Alpha Phi, national honorary society.

The Blackfriar organization, composed of men students, produces an original dramatic show each year.

RADIO BROADCASTING

The University has unusual facilities for radio broadcasting. Through the courtesy of WJBC, Bloomington-Normal station, operating as a channel of the American Broadcasting Company, students may take part in this activity. Campus studios are located in Cook Hall. Music programs, panel discussions, and interviews give students opportunity to participate in actual broadcasts. A limited number of students are given training and employment as technicians and announcers.

STUDENT PUBLICATIONS

The yearbook at the University is *The Index* and is published annually by a student staff.

The *Vidette*, a weekly newspaper, is published by students in an attempt to present important campus news and to reflect student life.

Both student publications have received national recognition for high quality. Ample quarters, serving as laboratories for journalism, are provided for the staffs in the Student Union Building. The editor and business manager are chosen by the Student Publications Committee. These, along with a faculty sponsor, appoint a staff of assisting editors. Those who are active on *The Index* and *Vidette* staffs are eligible for membership in Alpha Phi Gamma, honorary journalistic society.

Campus Cues is a handbook of useful information published annually for the benefit of new students by the University Club and Women's League.

UNIVERSITY CODE OF STUDENT LIFE

The University assumes that all of its students will accept the responsi-

bility of maintaining high standards of personal behavior. It further assumes that persons who are unsympathetic with such standards or unwilling to maintain them will not apply for admission. The student is held responsible for meeting these standards in the interest of his own personal development, the reputation and traditions of this University, and the welfare of the teaching profession.

Any student who fails to meet these requirements may be asked to withdraw immediately from the University.

Regulations and policies governing student conduct, activities, and services are in the *Code of Student Life*, a handbook for all students. Students will be held responsible for familiarity with the University Code.

Student Services

PERSONNEL SERVICES

The term "Personnel Services" refers to the various services at the University which help students make the desired adjustment to their immediate and future needs. Various offices assist, but the offices of the student deans, residence halls, and psychological services are particularly designed to counsel with students.

In order to help new students make early and satisfactory adjustments, approximately fifty members of the faculty serve as counselors to advise freshmen on their educational and social life. The first contact between counselor and student is made during orientation days.

In the women's residence halls, upperclass women, who have achieved outstanding success in their college careers, are invited as honor residents to assist residence counselors with the personnel services offered.

The Women's League has a campus sister program whereby each freshman woman has an upperclass sister to help her with campus life.

HEALTH SERVICE

The University Health Service is maintained by and is an integral part of Illinois State Normal University. Because good health is essential for success as a student or teacher, the Health Service is concerned directly with the promotion of good physical and mental health among University students.

The Health Service, located in Fairchild Hall, includes an infirmary of 24 beds. In addition to services which are educational or preventive in nature, the University physician is available for consultation during office hours regarding any health problems a student may have.

PSYCHOLOGICAL COUNSELING SERVICE

The Psychological Counseling Service, located in Fairchild Hall, is available to University students who need help to avoid, correct, or alleviate maladjustments. In addition to providing counseling for students in the University, the Psychological Counseling Service provides training experiences for graduate students in the Guidance and Counseling curriculum.

HEARING LABORATORY

Service to students with impaired hearing is provided through the Hearing Laboratory in Fairchild Hall. Additionally, the Laboratory provides oppor-

tunity for the teaching and training of personnel. Prospective speech correctionists and teachers of the deaf and the hard of hearing participate in school hearing surveys, analysis of hearing deficiencies, training, and hearing aid selection procedures.

READING LABORATORY

The Reading Laboratory, located in Fairchild Hall, is available to analyze and diagnose reading difficulties of students and to recommend remedial measures. This Laboratory also is used to prepare prospective teachers to help learners who are retarded in oral and written forms of communication.

SPEECH CLINIC

Students may be referred to the Speech Clinic for help in correcting speech difficulties. Because good speech habits are important to the teacher, assistance is given students who need re-education in speech.

The Speech Clinic also serves as a laboratory for student teachers in speech correction.

VETERANS SERVICES

The Assistant Dean of Men is Director of Veterans Services. His office advises veterans on the provisions established by the federal government. In order that the proper forms may be executed, the veteran should write to the Director of Veterans Services before he registers.

If federal government financial aid is not available to the veteran, he may use the State Military Scholarship for his University fees. The veteran must have been a resident of Illinois when he entered military service. Evidence of such service must be presented to the office of the Registrar.

A veteran may receive University credit in hygiene and physical education by presenting a copy of his discharge form to the Office of the Registrar.

Academic Procedures and Regulations

STANDARDS OF SCHOLARSHIP

GRADING SYSTEM

Grades

The grades with their value in grade points are as follows:

A	(Passing)	4 grade points per semester hour
B	(Passing)	3 grade points per semester hour
C	(Passing)	2 grade points per semester hour
D	(Passing)	1 grade point per semester hour
F, WF	(Failing)	0 grade points per semester hour
I	(Incomplete)	No grade points per semester hour
WX, WP	(Withdrawal)	No grade points per semester hour

A, B, C, or D will be recorded for work which has been given a passing grade.

F will be given to: (1) Students who withdraw from a course at any time without official permission; (2) Students who are in a course all semester but who fail to make a passing mark.

Withdrawals

WX, WP, or WF will be given to students who have been given official permission to withdraw from a course. WX is given if the student withdraws before the quality of the work can be determined; WP, if the student is passing at the time of withdrawal; and WF, if failing.

Official permission to withdraw from a course or from the University is given only by the Dean of the Faculty. Employed students who wish to make changes in their programs and all students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the Faculty explaining the situation will be sufficient, provided textbooks and the library card are returned.

If a student withdraws from a class or from the University during the semester without arranging officially with the Dean of the Faculty, his withdrawal will be considered unofficial after three weeks of absence, or by the close of the semester (whichever is the shorter period of time), unless a justifiable reason for extension of time is accepted by the Dean of the Faculty.

Incompletes

An I (incomplete) will be given to a student who is doing passing work but who, because of illness or other justifiable reasons, finds it impossible to complete the work by the end of the semester or session. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or session a student is in school and must be cleared before one year has elapsed.

GRADE POINT AVERAGE

In order to be eligible for a student teaching assignment and for graduation, a student must have a minimum grade point average of 2.0 (C) in all courses taken at Illinois State Normal University. I, WX, and WP are not counted.

Failures which have not been cleared by repetition of the course are considered in the total number of semester hours taken in figuring the grade point average. The following case illustrates the counting of grade points:

Course	Grade	Sem. Hrs.		Grade Point Points	Sem. Hrs.	
		Enrolled	Sem. Hrs.		Counted for	Grade
			In			
					Average	Earned
Intro. to Political Science 105	D	3	3	3	3	3
General Psychology 111	C	3	3	3	3	6
Fundamentals of Speech 110	A	3	3	3	3	12
Applied Music 126	I	1	0	0	0	0
Elective	WP	1	0	0	0	0
Elective	B	3	3	3	3	9
Elective	F	2	0	2	2	0
Swimming and Diving 127	WF	1	0	1	1	0
		—	—	—	—	—
		17	12	15	15	30

The grade point average is figured by dividing grade points earned by semester hours counted. For the case above, the grade point average is 2.0.

SCHOLASTIC REQUIREMENTS

To remain in good standing scholastically, students must meet the following requirements:

1. On the cumulative record, students who have taken 1-29 semester hours, inclusive, may have nine fewer grade points than twice the number of hours taken; 30-44 hours, inclusive, six fewer points; 45-59 hours inclusive,

three fewer points. Students who have taken 60 or more semester hours must have twice as many grade points as semester hours, or an average of 2.0 (C). I, WP, and WX are not counted. WF counts the same as F.

2. On the record of each semester, full-time students must earn a minimum of eight semester hours and 16 grade points. Students taking fewer than eight semester hours during a regular semester must earn passing grades in all courses.

3. For the eight-week summer session, the student must earn passing grades in three semester hours and nine grade points if six or more semester hours are taken.

For less than six semester hours in the eight-week session, the post session, and extension courses, the requirement is a passing grade.

SCHOLASTIC PROBATION

Students who fail to meet the above requirements are placed on probation for the succeeding semester or summer session. Students who are placed on probation a second time are not permitted to continue their studies at Illinois State Normal University until reinstated by the Dean of the Faculty who serves as chairman of the Reinstatement Committee. After the second probation, students are ordinarily expected to wait one year before requesting that reinstatement be considered by the committee.

SCHOLASTIC HONORS

University Scholastic Honors

University scholastic honors are awarded each year at a Scholastic Honors Day Convocation in the spring to the 3% of the undergraduate student body having the highest grade point average. This applies to students who have earned at least 12 semester hours during each of the two semesters. Freshmen are eligible for these honors on their work of the first semester. Sophomore, junior, and senior honors are based on two semesters and intervening summer sessions, if the student attended during the summer.

Dean's List

This list, prepared each semester, is composed of students who earned grades of B or better. These students are given honorable mention at the Scholastic Honors Day Convocation in spring.

Honors at Commencement

Students who have an accumulated grade-point average of 3.80 to 4.00 are graduated with *High Honors*; those with an average of 3.65 to 3.79 are graduated with *Honors*. These students wear a shoulder loop as a part of their academic dress, and their names appear as honor students on the commencement program.

REPETITION OF COURSES

If a student receives an F (failure) in a course, he should repeat it as soon as possible if it is required for graduation.

When a failure is repeated, the last grade only is counted for the grade point average.

A student may wish to repeat a course in which he has received a passing grade. In this case, the highest grade only will be counted for the grade point average.

The Dean of the Faculty must give permission to repeat a course more than once.

Courses must be repeated at this University when repeating a failure or to raise the grade point average.

MIDSEMESTER REPORTS

At the end of nine weeks, faculty members report to the Dean of the Faculty all students who are doing unsatisfactory work. These reports serve as a guide to counsel students regarding problems in their courses. Through this guidance, the student is aided in improving his academic work.

STUDENT CLASSWORK**STUDENT PROGRAM OF COURSES**

Heads of departments and directors of divisions are the academic counselors, and they help students in planning their programs of courses.

Freshmen plan their programs of courses during orientation days, before registration. A definite time is set for this procedure.

Students in attendance plan their programs during the previous semester.

A student who is employed secures from the Dean of Men or Dean of Women, before planning his program, a class schedule permit.

PROFICIENCY EXAMINATION

Entering students and students in good academic standing, may with the approval of the department concerned, be exempt from certain courses on the basis of satisfactory performance on proficiency examinations.

COURSE CHANGES

These are made in the Office of the Dean of the Faculty. No changes are permitted after October 1, 1959, for the first semester and after February 18, 1960, for the second semester. A fee of \$1 is charged for each course change not required by the University after September 17, 1959, for the first semester and February 4, 1960, for the second semester.

A student may withdraw from a course at any time during the semester up to the time of final examinations.

CLASS LOAD

A student may carry a maximum of 17 hours each semester. A full-time student usually carries from 15 to 17 hours. Permission from the Dean of the Faculty must be obtained by a student who desires to carry more than 17 hours. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during his first semester.

A person who holds a full-time position may not take more than six semester hours of work per semester.

A student must have the permission of the Dean of the Faculty to take work at another college or university at the same time as he is taking work here.

CLASS ATTENDANCE

The policy of the University is to assume that students will attend classes regularly. The cause for any absence, whether illness or other cause, for even a single class, should be reported to the Dean of Women or the Dean of Men. In case of justifiable absence, opportunity to make up work missed may be granted by the instructor at his discretion. Students who have been absent because of a contagious disease must report to the University Physician before returning to class. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places responsibility squarely upon the student. Such attendance regulations are designed to develop growth on the part of the student, assuming that success in his class studies is his major concern in college.

CLASSIFICATION OF STUDENTS

Students in the curricula leading to the Bachelor of Science in Education degree are classified as freshmen, sophomores, juniors and seniors. A student must have completed 30 semester hours to be classified as a sophomore; 60, as a junior; and 90, as a senior.

An unclassified student is one not working toward the bachelor's degree, but who is in teacher education.

A special student is one not working toward a bachelor's degree, who is not in teacher education. A special student may carry no more than six semester hours during the first or second semester, but may carry a full program of courses during the summer session.

SCHEDULE OF CLASSES

The schedule of classes, prepared by the Dean of the Faculty, is avail-

able during the previous semester, so that the student can plan his program of courses in advance.

In both semesters, the school day consists of 50-minute periods from 8:00 a.m. to 4:50 p.m. Monday through Friday, and from 8:00 a.m. to 12 noon on Saturday. Each class period begins on the hour. Day classes usually meet as many times as the semester hours offered for the course.

Beginning at 4:00 p.m., there are also late afternoon and evening classes meeting for only one weekly session, lengthened to the proper time. There are also Saturday morning classes in one session. These classes are for day students as well as teachers.

A full-time student is in class approximately 17 periods per week.

TRANSFER TO ANOTHER CURRICULUM

If a student wishes to transfer to another curriculum or change his first field, he should report to the office of the Registrar for this procedure.

AUDITOR

A student may register as auditor in a class or classes. An auditor does not participate in the activity of the class. He merely listens. To register, an auditor obtains a card from the office of the Registrar which must be signed by the instructor. The auditor fee is shown in the section on costs. Students who are registered for six or more hours for credit may audit courses free of charge.

Professional Laboratory Experiences

ON-CAMPUS STUDENT TEACHING

The laboratory schools at Illinois State Normal University are maintained in order that prospective teachers may have actual teaching experiences in the elementary school, junior high school, or senior high school. Students teach under the supervision of competent teachers. The work provides rich experience where theory and practice become unified. All schools are operated during the school year and the eight-week summer session.

In addition to actual teaching, students in all curricula are required to do much observation; to assist with study halls, checking of attendance, and the school libraries; and to participate in many other activities required of teachers after they begin work in the field. The latter may include work with school committees such as safety, student council, Red Cross, curriculum improvement.

The schools maintained for student teaching on the campus are the University High School and Metcalf Elementary School.

The University High School is accredited by the North Central Association of Colleges and Secondary Schools and by the University of Illinois. Extracurricular activities are included in the school program. It has an enrollment of about 400 students, including grades nine through twelve.

The Metcalf Elementary School gives instruction in kindergarten and grades one through eight. There is also instruction for the following: physically-handicapped, educable mentally-handicapped, partially-sighted and blind, and hard-of-hearing and deaf children.

These schools give all students at the University an opportunity to observe good teaching and to participate in teaching activities prior to student teaching.

Illinois Soldiers and Sailors, Children's School, a cooperative elementary school, is accessible to the University by bus. The school is housed in a modern building equipped for the teaching of regular elementary subjects, home economics, industrial arts, music, and physical education.

OFF-CAMPUS STUDENT TEACHING

Each semester many students are placed in elementary and high schools throughout the state for their student teaching experiences. The schools in which these students participate in their student teaching experiences are away from the campus and in no way administered by the University.

The usual plan is for each student to be assigned to a community for a nine weeks period during which he does full-time student teaching. The student becomes a member of the school staff and of the community in which he

is working and living. Each student participates in community and co-curricular activities as well as teaching experiences.

The student's college program is so arranged that during the other alternate nine weeks of the semester he is engaged in the study of professional or other subject matter courses.

PROGRAM OF PARTICIPATION AND OBSERVATION

BEFORE STUDENT TEACHING

Through class assignments and projects, students are required to observe and work with pupils in the campus laboratory schools and with off-campus groups. These experiences initiate the student into direct work with children and youth.

ASSIGNMENT OF STUDENT TEACHING

The assignments of student teachers are made by directors of divisions (for students in elementary education, junior high school, and special education) and by the heads of departments for students preparing to teach in high schools. All arrangements for student teaching for any given semester or session should be made at least six weeks before the end of the previous semester. Procedures involved in student teaching are planned by the Director of Laboratory School Experiences.

For graduation, the minimum requirement in student teaching is approximately 180 clock hours. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of Laboratory School Experiences, upon recommendation of supervising teachers, may require additional student teaching when it is advisable. Student teaching must be continued until competency has been attained.

In the curriculum in Special Education, a student will teach both in an elementary classroom and in a special class in the field of his area of specialization. A minimum of 200 clock hours in actual clinical work is required in the areas of Speech Re-education and the Maladjusted.

REGULATIONS FOR STUDENT TEACHERS

A student must have earned 90 semester hours of credit before an assignment in student teaching will be made. A student applying for student teaching with less than 90 semester hours is required to secure special permission in writing from the Director of Laboratory School Experiences.

A student is eligible for student teaching only when he has earned at least twice as many grade points as semester hours of work taken at Illinois State Normal University. To be assigned for student teaching for the first time, a student must secure a statement from the University Health Service

indicating that he is physically qualified to carry the responsibilities of a student teacher and as a teacher after employment.

A student in the secondary or junior high school curriculum must have a C average in courses in the fields in which he will do student teaching.

A student will be required to be in good mental health to be admitted to student teaching and to complete his student teaching assignment.

A student on probation is not eligible to do student teaching.

One semester of residence or its equivalent is required as a prerequisite for student teaching, except in Special Education.

Since student teaching is an integral part of the sequence of work in professional education, the student becomes eligible for student teaching only as the courses which precede it in sequence have been satisfactorily completed.

Before student teachers are assigned for student teaching responsibilities, they will be required to have cleared all speech usage requirements as determined by the Department of Speech. The student may be required to demonstrate satisfactory proficiency in other areas specified by the University.

The same regulations concerning student teaching apply to summer student teaching as in any semester of the regular year.

Graduation

DEGREE

The Bachelor of Science in Education degree is conferred upon the completion of all undergraduate curricula. Since all of these curricula are for the preparation of teachers, this degree is believed to be most significant.

COMMENCEMENT DATES

Commencement is held twice each year, in June at the end of the second semester, and in August at the end of the eight-week summer session.

Presence at commencement is required of all candidates for graduation. Permission for absence must be received from the President of the University if the student cannot be present.

Students who complete work for graduation after the close of the eight-week summer session receive their degrees at the following June commencement.

APPLICATION FOR GRADUATION

The registration instructions for each semester and the eight-week summer session contain information on the date on which students apply for graduation. At the time application is made, the graduation fee of \$10 must be paid.

A student must apply for graduation no later than six weeks preceding his graduation date.

REQUIREMENTS FOR GRADUATION

During the early part of the student's senior year, he is informed by the office of the Registrar of his final degree requirements.

Meeting graduation requirements is the student's own responsibility, and he should continually check his program of courses against graduation requirements.

Specific course requirements are shown in the sections *Curricula of the University* and *Courses of Instruction*.

The following are general requirements and apply to all students:

1. The semester hours must be a minimum of 128. Some curricula or combinations of fields require more.
2. The senior college hours (courses numbered 200 or more) must total 43.

3. The grade point average must be 2.0 (C).
4. Each I (incomplete) must be removed six weeks before the June commencement and two weeks before the August commencement.
5. The residence requirement—one-half of the last two years and the last course must be completed with this University (campus and extension). At least 32 semester hours (of all work for graduation) must be completed on campus.
6. Each student must pass the examination on the constitutions of the United States and state of Illinois, and proper use of the American flag. This examination is given by the University about six times during the calendar year. The registration instructions for each semester and eight-week summer session show dates of this examination for that semester or session.
7. A student may not present for graduation more than 32 semester hours by extension and correspondence, of which no more than 16 semester hours may be by correspondence.

After Graduation

TEACHERS' CERTIFICATES

Each student who graduates from the University with the Bachelor of Science in Education degree is eligible for one or more teaching certificates in the state of Illinois.

Before any teacher can be employed in the public schools in Illinois, he will be required to secure a certificate which is issued by the State Teacher Certification Board. The student must make request for his teaching certificate at the Office of the Registrar. Upon graduation, a certified statement of qualification together with an official transcript of credits is sent to the Board. The certificate is issued by the County Superintendent of Schools.

Information concerning the requirements for certificates to teach in Illinois may be obtained from the Bureau of Appointments and the office of the Registrar. County superintendents of schools are also able to give information about requirements for teaching certificates.

BUREAU OF APPOINTMENTS

The University maintains an active program of teacher placement and endeavors to keep in constant contact with the needs and requirements of the schools of the state and with the qualifications of its candidates who are educated for this service.

The Bureau makes an effort to follow up graduates in order to assist them to positions of responsibility commensurate with their experience and success in the field. All graduates who desire to secure professional and financial advancement should each year bring their credentials up to date in the Bureau of Appointments.

ALUMNI RELATIONS

Through the Alumni Office, the Alumni Association, and 33 ISNU Clubs, former students maintain contacts with one another and the University. The Alumni Office keeps records of over 15,000 alumni on file and also serves as headquarters for alumni when they are on the campus. The *News Letter*, a publication of the Publicity Office, goes to all graduates three times a year.

The *Alumni Quarterly* is published four times each year and serves as the organ of the Alumni Association. The Association plans Founders' Day, class reunions, the annual alumni luncheon at commencement and also many Homecoming activities.

ISNU Clubs have been organized in St. Petersburg, Florida; Cleveland, Ohio; Southern California; Northern California; Washington and Oregon; and 38 counties in Illinois.

Related Services

FIELD SERVICES

Since Illinois State Normal University is state-supported and committed to the improvement of public education within the state, it provides facilities and the services of staff members to meet various off-campus professional needs of schools and their communities. The use of the existing services at Illinois State Normal University is directed through various offices. Summaries of these services and specific directions for securing the use of them are in a University bulletin entitled *Field Services* which may be secured by writing to the Division of University Extension and Field Services.

EXTENSION COURSES

Extension courses, workshops, and clinics are designed to help administrators and teachers to grow professionally and to improve the services that they can render to children under their supervision, to the schools they represent, and to the communities where they are working. Both graduate and undergraduate courses are offered. Extension courses and workshops are available each semester and during two three-week summer sessions. All courses give regular university credit and are listed in the Extension Catalog as well as in this Undergraduate Catalog and the Graduate Catalog. With few exceptions, courses give the same amount of credit by extension as is given for the courses when they are taught on campus. Most classes will require 16 sessions. The length of each session may vary with the amount of credit. The registration fee is \$7 per semester hour of credit. Inquiries concerning extension work should be sent to the Division of University Extension and Field Services.

LATE AFTERNOON, EVENING, AND SATURDAY CLASSES

The University offers a number of courses on the campus during the late afternoons and evenings, and on Saturdays during the regular school year. These courses may be used to apply toward the Bachelor's or Master's degree. These courses give residence credit, since they are offered on campus.

THE SUMMER SESSIONS

The University provides a summer session of eight weeks, a three-week post session, a number of one-week clinics, and three-week workshops. About

two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular University staff of instructors are offered. A student may plan to take the same type of work as that secured during the regular year. Student teaching facilities are available for those who qualify for such work.

The number of hours which may be earned by undergraduate students in the eight-week summer session is nine semester hours of credit, the equivalent of the credit for one-half of a semester. Graduate students are limited to eight semester hours.

The Summer Session Bulletin issued each year may be secured by writing to the Director of the Summer Session. This bulletin shows courses; cost of attendance; special attractions during the summer including conferences, workshops, exhibits; and other types of information of interest to those wishing to combine a pleasant summer with profitable work.

THE GRADUATE SCHOOL

A complete catalog of information on the Graduate School is available and may be obtained by writing to the Director of Admissions. This bulletin contains information on admission procedure, fees, assistantships and scholarships, curricula, courses and graduation requirements.

Work in the Graduate School, leading to the Master of Science in Education degree, is available during the regular school year and during summer sessions.

Graduate courses are numbered in the 300's and 400's. This Undergraduate Catalog contains courses numbered in the 300's, since they may be taken by seniors in good standing and applied toward the Bachelor of Science in Education degree.

UNIVERSITY PUBLICATIONS

The *Alumni Quarterly*, published by the University Press, has been the official bulletin of the Alumni Association since 1912. This 32 page magazine is distributed to members of the Alumni Association.

The Illinois State Normal University *News Letter* is a six-page folder distributed free of cost to all graduates of the University three times each year.

Campus Towers is a four-page news bulletin for parents of University students. Published soon after the opening of school and at the close of each semester, it is distributed free of cost.

The Illinois State Normal University Bulletin is published six times each year. Three issues are the *Undergraduate Catalog*, the *Summer Session Bulletin*, and the *Graduate Catalog*. The other three issues are used, as occasion demands, for special activities of the University.

Teacher Education is published four times each year as a field service journal of the University and is made available to administrators, teachers, and others interested in the various levels of education.

THE UNIVERSITY FOUNDATION

The Illinois State Normal University Foundation is a non-profit corporation, organized under the laws of the state of Illinois. Its purposes are wholly charitable and educational. The objectives are to assist in developing and increasing the facilities of Illinois State Normal University in order that they may make possible broader educational opportunities for students, alumni, and citizens of Illinois, and to render service by encouraging gifts of money, property, works of art, historical papers, documents, museum specimens, and other material having educational, artistic, or historical value.

Other details of the purposes and operation of the Foundation are available through its constitution and by-laws, copies of which may be obtained from the President of the University.

The Curricula of the University

In order to qualify for a degree, a student must complete curricular requirements in the areas of General Education, Professional Education, and Teaching Fields, as outlined below.

Although *general education* receives most emphasis during the first two years, a student may begin some study in his *teaching fields* and in *professional education* during the first year. As a student progresses through his four-year program, more emphasis is placed on specialized preparation in the teaching fields and professional education.

A. GENERAL EDUCATION

Each student must complete 52 semester hours in courses designated as *general education*. The 52 semester hours must be distributed as follows:

Group I HUMANITIES AND COMMUNICATIONS 15 sem. hrs.

English 101, Language and Composition, 4 sem. hrs.

English 102, Literature and Composition, 4 sem. hrs.

Students exempted from English 101 by placement test take English 102 and 4 sem. hrs. of general education courses in English, listed on page 99.

A student who makes a satisfactory score on the English placement examination may elect a year of foreign language in place of English 101.

English 100, Fundamentals of English, is designed for those students who need additional work before entering English 101. English 100 may not be used toward the general education requirement of 52 sem. hrs. or the graduation requirement of 128 sem. hrs.

Speech, 3 sem. hrs.

Art
Music
Foreign Languages } 4 sem. hrs. in one or more of these areas

Group II HUMANITIES AND SOCIAL SCIENCES 13 sem. hrs.

European history, 4 sem. hrs.

United States history, 3 sem. hrs.

Economics
Political Science
Sociology and Anthropology } 6 sem. hrs. in two of these three areas

Group III NATURAL SCIENCES 9 sem. hrs.

Biological Science
Geography (Earth Science)
Physical Science } 9 sem. hrs. in one or more of these three areas

Group IV PERSONAL AND SOCIAL DEVELOPMENT 9 sem. hrs.

General Psychology 111, 3 sem. hrs.

Recreational Activities, 4 sem. hrs.

Hygiene, 2 sem. hrs.

Group V ELECTIVES 6 sem. hrs.

These may be chosen from the *general education courses* in any department, but no more than 3 sem. hrs. of these may be in the student's first or second field.

Courses which have been approved for use in meeting the 52-hour general education requirement are identified in a list preceding the course descriptions in the departments offering general education courses.

A student preparing for high school teaching is presumed to have met general education requirements in areas represented by his teaching fields. For example, a student with a first field in art need not take the four semester hours of Art, Music, or Foreign Language specified in Group I.

B. PROFESSIONAL EDUCATION

Each student must complete one of the following sequences according to the certificate being sought. These courses are in the Department of Education and Psychology.

ELEMENTARY SCHOOL	Sem. Hrs.	JUNIOR HIGH SCHOOL		Sem. Hrs.
Intro. to Elementary Teaching 104...	3	Child Growth & Development 108...	3	
Child Growth & Development 108...	3	Reading Methods 107.....	3	
Reading Methods 107.....	3	American Public Education 211.....	3	
Elementary Curriculum 231, 232, 233, 234.....	4	Psychology of Adolescence 222.....	2	
Problems of the Teacher 236.....	3	Upper Grades—Junior High Educa- tion 234	4	
Student Teaching 210.....	8	Student Teaching 210.....	8	
Intro. to Philosophy of Education 203	3	Intro. to Philosophy of Education 203	3	
	—	Education Elective	2	
Total required	27			
		Total required	28	

HIGH SCHOOL	Sem. Hrs.	SPECIAL EDUCATION		Sem. Hrs.
Educational Psychology 115.....	3	Intro. to Special Education 162.....	3	
American Public Education 211.....	3	Child Growth & Development 108.....	3	
Secondary Education 220.....	4	Reading Methods 107.....	3	
Student Teaching & Special Methods 210	10	*The Curriculum 266.....	2	
Intro. to Philosophy of Education 203	3	Psych. of Exceptional Children 227..	2	
Education or Psychology Elective....	1	American Public Education 211.....	3	
	—	Psychological Testing 229.....	3	
Total required	24	Mental Hygiene 234.....	3	
		*Problems of the Teacher 236.....	3	
		Student Teaching 210.....	3	
		Student Teaching 215.....	5	
		Intro. to Philosophy of Education 203	3	
		Total required	36	

C. TEACHING-FIELD PREPARATION

In addition to general education and professional education, a student is required to complete requirements for one of the following fields:

- Elementary School Teaching, see page 73
- Junior High School Teaching, see page 74
- High School Teaching, see page 74
- Special Education — one of seven areas, see pages 75-77

* Not required for Speech Re-education.

ELEMENTARY SCHOOL TEACHING

SPECIFIC REQUIREMENTS	Sem. Hrs.
Art 101 and 102, Art Activities for the Elementary Schools.....	5
English 171, Literature for the Elementary School.....	3
English 271 or 272, Literature for Lower Grades or Upper Grades.....	3
Geography 103, Geography of the Peoples of the World.....	3
Health and Physical Education 222 or 223, Physical Education for Lower or Upper Grades.....	2
Mathematics 101, Basic Concepts of Arithmetic.....	3
Mathematics 201, Arithmetic for the Elementary Grades.....	2
Music elective	2
Music 239 or 240, Music Education for the Lower Grades or Upper Grades..	3
Natural Science (Biological, Geography, or Physical) elective.....	5
Speech Elective	3
Electives	15
Total	49

GENERAL REQUIREMENTS AND RECOMMENDATIONS

Each student is required to take at least one course in each of the following areas: Biological Science, Geography (Earth Science), Physical Science. At least one of these courses must be a laboratory course.

In order to meet certification requirements, each student must plan to have at least 12 semester hours in "Fine and Applied Arts," defined as "art, music, and not more than 6 semester hours of literature."

In addition to the requirements noted above, students planning to teach in grades 7 and 8 shall select at least 2 semester hours of Mathematics, and students planning to teach within grades 5 and 8 shall select at least 3 semester hours in Social Science and 3 hours in Geography.

It is recommended that students planning to teach in middle and upper grades use available elective hours in the following areas: English, Social Science, Geography, Mathematics, and Natural Science (Biological Science, Geography, Physical Science).

It is recommended that students planning to teach in kindergarten or primary grades use available elective hours in Social Science, Art, Music, Speech, and Advanced Reading Methods.

A student may use electives in Art, Foreign Languages (French, German, Spanish), Health and Physical Education, Library, and Music if he wishes to prepare for the position of consultant or resource person in these areas.

ELECTIVES

The following courses are suggestions for electives in the Elementary School Teaching Field:

Art 100, 105, 116, 118, 124, 126, 127, 140, 201, 202, 204, 227, 233
 Biological Science 131, 132, 206, 219, 220, 238
 Education and Psychology—*Education* 205, 207, 208, 211, 240, 295; *Psychology*
 212, 222, 229
 English 144, 145, 146, 161, 165, 215, 231, 233, 244, 252, 253, 254, 273, 275
 Geography 113, 118, 201, 212, 215, 217, 220, 225, 226
 Health and Physical Education 122, 160, 172, 174, 180, 280, 302
 Library 216, 252, 253, 254
 Mathematics 107, 109, 111, 112, 202, 220
 Music 102, 103, 104, 111, 122, 123, 126, 127, 131, 151, 201, 208, 226, 227, 241
 Physical Science 230, 274

Social Science—*Economics* 171, 272; *History (World)* 123, 220, 223, 224; *History (United States)* 135, 136, 224, 236, 238, 292, 295; *Political Science* 150, 151, 252, 255; *Sociology and Anthropology* 166, 181, 261, 262, 264
Speech 123, 141, 212, 232, 242, 243, 280

JUNIOR HIGH SCHOOL TEACHING

SPECIFIC REQUIREMENTS

	Sem. Hrs.
English electives	9
Geography electives	6
Health and Physical Education 224, Physical Education for Junior High Schools	2
Mathematics electives	7
Natural Science electives	7
Social Science elective	3
Electives	14
Total	48

In order to meet certification requirements, each student must plan to have at least 12 semester hours in "Fine and Applied Arts," defined as "art, music and not more than 6 semester hours of literature."

ELECTIVES

The following courses are suggested for electives in the Junior High School Teaching Field:

Art 101, 102, 105, 113, 116, 118, 124, 126, 127, 140, 201, 202, 204, 211, 227
Biological Science 121, 122, 131, 132, 206, 214, 219, 220
Education and Psychology—*Education* 205, 207, 208, 211, 240, 295; *Psychology* 212, 229
English 122, 132, 144, 145, 146, 219, 233, 253, 254, 272, 273, 275, 276
Geography 113, 118, 201, 212, 215, 217, 220, 225, 226
Health and Physical Education 120, 121, 122, 180, 183 (Men), 241, 242
Library 171, 212, 213, 216, 252, 253
Music 122, 123, 131, 132, 151, 240
Physical Science 132, 142, 274
Social Science—*Economics* 171; *History (World)* 123, 220, 223, 224, 229; *History (United States)* 135, 136, 232, 236, 238, 239, 292; *Political Science* 150, 151, 252, 253, 254, 255; *Sociology and Anthropology* 181, 261, 262, 263, 264, 381
Speech 123, 141, 221, 224, 232, 242

HIGH SCHOOL TEACHING

Each student must complete a first (or major) in one department and a second (or minor) field in another department. However, some departments, as indicated below, offer comprehensive fields in addition to first and second fields. A second (or minor) field is not required when the student completes a comprehensive field.

The specific requirements for first, comprehensive, and second fields are shown with the *Courses of Instruction*, before each department's listing of courses.

Following are the areas in which first, comprehensive, and second fields are offered:

- *Agriculture
- *Art
 - Biological Science (Botany and Zoology)
- *Business Education
 - English (including Journalism)
 - French
- **General Science (see Biological Science, Geography, or Physical Science Departments)
 - Geography (including Geology)
 - German
 - Health and Physical Education
 - For Men
 - *For Women
- *Home Economics
- *Industrial Arts
 - Latin
- **Library
 - Mathematics
- *Music
 - Physical Science (Chemistry and Physics)
- **Psychology
 - *Social Science (Economics, History, Political Science, Sociology and Anthropology)
 - Spanish
 - Speech

SPECIAL EDUCATION

The total hours required for graduation depend on the area chosen and the choice of courses.

DEAF AND HARD OF HEARING	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Science 145 and 146, Functional Anatomy.....	6
Education 215, Student Teaching (Special Education).....	5
Education 253 and 254, Education of the Deaf and Hard of Hearing.....	6
English 171 or Library 214 or Library 216.....	3
Geography elective	3
Health and Physical Education 245, Physical Education for Handicapped Children	2
Mathematics electives	5
Music 238, Music for the Exceptional Child.....	3
Speech 211, Phonetics.....	3
Speech 215, Speech Re-education.....	3
Speech 217, Speech Clinic.....	2
Speech 250, Audiometry and Hearing Aid Selection.....	2
Speech 251, Speech Reading and Auditory Training.....	2
Speech 252, Clinical Practice: Speech Reading and Auditory Training.....	2
Speech 256, Conservation of Hearing	2
Speech 272, Anatomy and Physiology of Hearing and Speech.....	2

* A comprehensive field is offered, in addition to first and second fields.

** Only second field is offered.

MALADJUSTED	Sem. Hrs.
Art or Music elective.....	2
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	2
Biological Science elective.....	2
Biological Science 145, Functional Anatomy.....	3
Education 205, Laboratory Reading Methods.....	3
Psychology 222, Psychology of Adolescence.....	2
Psychology 235, Casework in Behavior Problems.....	2
English 171 or Library 214 or Library 216.....	3
Health and Physical Education 245, Physical Education for Handicapped Children	2
Mathematics electives	5
Social Science 261, The Community.....	3
Social Science 262, The Family.....	3
Social Science 263, Social Pathology.....	2
Speech 212, Speech Re-education.....	3
Electives	3

MENTALLY RETARDED	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Science 145, Functional Anatomy.....	3
Biological Science 146, Functional Anatomy.....	3
Education 205, Laboratory Reading Methods.....	3
Education 243, Education of the Mentally Retarded.....	2
English 171 or Library 214 or Library 216.....	3
Geography elective	3
Health and Physical Education 245, Physical Education for Handicapped Children	2
Home Economics 106, Nutrition.....	2
Mathematics electives	5
Music 238, Music for the Exceptional Child.....	3
Speech 212, Speech Re-education.....	3
Electives	6

PHYSICALLY HANDICAPPED	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Science 145, Functional Anatomy.....	3
Biological Science 146, Functional Anatomy.....	3
Biological Science 245, Applied Human Anatomy.....	3
Biological Science 246, Survey of Physical Defects.....	2
Education 205, Laboratory Reading Methods.....	3
Education 245, Education of the Physically Handicapped.....	2
English 171 or Library 214 or Library 216.....	3
Geography electives	5
Health and Physical Education 245, Physical Education for Handicapped Children	2
Health and Physical Education 285, Rehabilitation of the Physically Handicapped	2
Home Economics 106, Nutrition.....	2
Mathematics electives	5
Music 238, Music for the Exceptional Child.....	3
Speech 212, Speech Re-education.....	3

SPEECH RE-EDUCATION

In this area, a student will be required to take more than 128 semester hours in order to qualify for the elementary teaching certificate. The student should consult the Director of the Division of Special Education for suggestions for these requirements.

	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Biological Science 145, Functional Anatomy.....	3
Biological Science 146, Functional Anatomy.....	3
Education 205, Laboratory Reading Methods.....	3
Speech 111, Voice and Diction.....	3
Speech 121, Public Speaking.....	3
Speech 211, Phonetics.....	3
Speech 215, Speech Re-education.....	3
Speech 218, Clinical Procedures in Speech Correction.....	3
Speech 219, Speech Pathology.....	5
Speech 250, Audiometry and Hearing Aid Selection.....	2
Speech 251, Speech Reading and Auditory Training.....	2
Speech 256, Conservation of Hearing.....	2
Speech 271, Speech Science.....	2
Speech 272, Anatomy and Physiology of Hearing and Speech.....	2
Electives	10

VISUALLY IMPAIRED

	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Science 145, Functional Anatomy.....	3
Biological Science 146, Functional Anatomy.....	3
Biological Science 247, Sight Saving Problems.....	2
Business Education 112, Typewriting or elective.....	2
Education 205, Laboratory Reading Methods.....	3
Education 244, Education of the Partially Sighted.....	2
English 171 or Library 214 or Library 216.....	3
Geography electives	5
Health and Physical Education 245, Physical Education for Handicapped Children	2
Home Economics 106, Nutrition.....	2
Mathematics electives	5
Music 238, Music for the Exceptional Child.....	3
Speech 212, Speech Re-education.....	3

VISUALLY IMPAIRED (BLIND)

	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Science 145, Functional Anatomy.....	3
Biological Science 146, Functional Anatomy.....	3
Biological Science 247, Sight Saving Problems.....	2
Business Education 112, Typewriting or elective.....	2
Education 205, Laboratory Reading Methods.....	3
Education 248, Braille Reading and Writing.....	2
Education 249, Education of the Blind.....	2
Psychology 247, Psychological Problems of Blindness.....	2
English 171 or Library 214 or Library 216.....	3
Geography elective	3
Health and Physical Education 245, Physical Education of Handicapped Children	2
Home Economics 106, Nutrition.....	2
Mathematics electives	5
Music 238, Music for the Exceptional Child.....	3
Speech 212, Speech Re-education.....	3

Courses of Instruction

SEMESTER PLAN

The University operates on the semester plan. The value of courses is, therefore, in terms of semester hours. A semester hour is assigned for a fifty-minute period of lecture or recitation for a semester of 18 weeks. For laboratory, two fifty-minute periods are necessary for a semester hour.

At the right-hand margin, on the line of the course title, *I* signifies that the course is offered the first semester (from September to January), and *II* signifies that the course is offered the second semester (from January to June).

COURSE NUMBERING SYSTEM

Junior college (or lower division) courses are numbered 100 through 199. They are for freshmen and sophomores.

Senior college (or upper division) courses are numbered 200 through 299. They are for juniors and seniors.

Graduate courses numbered 300 through 399 may be taken by seniors in good standing. They may be used for the bachelor's degree and count as senior college courses.

Graduate courses numbered 400 through 499 are open only to students with bachelor's degrees. These are not listed in this undergraduate catalog. The Graduate Catalog contains all graduate courses numbered 300 through 499.

AGRICULTURE

COMPREHENSIVE VOCATIONAL FIELD REQUIREMENTS IN AGRICULTURE

A second teaching field is not necessary with this vocational field. Because of the large number of courses in Agriculture required, a student need not take the following courses ordinarily required in the Curriculum for High School Teachers: Education 203, Education or psychology elective.

The following courses are required: Agriculture 105, 108, 111, 115, 116, 118, 121, 124, 125, 128, 135, 208, 213, 214, 216, 219, 225 or 227, 228, 229, 232, 234, 238; Biological Science 111, 112, 201, 211; Geography 111; Physical Science 142, 143.

FIRST FIELD (non-vocational) REQUIREMENTS IN AGRICULTURE

Courses in Agriculture must total 35 semester hours. The following specific courses are required: 111, 115, 116, 118, 121, 125, 135, 208, 213 or 232, 228, 229.

SECOND FIELD (non-vocational) REQUIREMENTS IN AGRICULTURE

Courses in Agriculture must total 20 semester hours. The following specific courses are required: 115, 116, 121, 135, 229.

COURSES IN AGRICULTURE

105— <i>Genetics</i> —3 sem. hrs.	I or II
Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.	
108— <i>Introduction to Agricultural Education</i> —2 sem. hrs.	I or II
Brief history and trends, major objectives, community study, program planning, evaluation, relationships, teacher qualifications, training, and outlook in agricultural education.	
111— <i>Introductory Agricultural Economics</i> —3 sem. hrs.	I or II
Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.	
115— <i>Livestock Management</i> —3 sem. hrs.	I
Origin, development, and improvement of cattle, horses, poultry, sheep, and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals.	
116— <i>Livestock Feeding Principles</i> —3 sem. hrs.	II
Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.	
118— <i>Introduction to Dairying</i> —3 sem. hrs.	I
Operation of the Babcock machine; testing, feeding, and management of herds; testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria, casein, and adulterants.	
121— <i>Field Crops</i> —4 sem. hrs.	I
Methods of planting, cultivating, and harvesting the common cereal and grain crops; control of fungus diseases, insect pests, and weeds; grades, improvement, and judging of grains.	
124— <i>Forage Crops</i> —2 sem. hrs.	II
Production, utilization, and preservation of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures.	
125— <i>Orcharding</i> —2 sem. hrs.	I
Methods of propagating, choosing adaptable varieties, planting, pruning, spraying, cultivating, fertilizing, harvesting, storing, and marketing of deciduous fruits. Planning and care of the home orchard emphasized.	
126— <i>Small Fruit Culture</i> —2 sem. hrs.	I or II
Principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries, and other small fruits. Prerequisite: Agriculture 125.	

128— <i>Home Vegetable Gardening</i> —2 sem. hrs.	II
Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing, cultivating, harvesting, controlling insects and diseases, and harvesting and storing of vegetables. Field practices are stressed.	
134— <i>Elementary Landscape Architecture</i> —2 sem. hrs.	I or II
Selection and arrangement of flowering plants, shrubs, trees, and vines for proper decoration of farmstead, home, and school grounds; disease and pest control; cultivating, fertilizing and pruning; fundamental principles of design and types of plans. Special values of evergreens considered.	
135— <i>Farm Shop Work</i> —3 sem. hrs.	I or II
Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.	
141— <i>Introductory Beekeeping</i> —2 sem. hrs.	I or II
Fundamental facts of bee behavior, development and structure of honeybees, management for production of honey and beeswax and relation of beekeeping to horticulture and other fields of agriculture; location of apiary, assembling of equipment, and care of honey for the market.	
201— <i>Problems in Agriculture</i> —3 sem. hrs.	I or II
Orientation in project work, 4-H Club, F.F.A., Rural Youth, Grange and Farm Bureau. Studies in cooperative marketing, land use, fertilizers, erosion control, hybrid corn and other crops, breeds of livestock, feeds and farm management. Particularly for teachers in service from villages and unit-district schools.	
202— <i>Hay and Seed Quality</i> —3 sem. hrs.	II
Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance, and purity tests. Prerequisite: Agriculture 124.	
208— <i>Soils</i> —5 sem. hrs.	II
Origin, formation and classification of soils; soil treatment and management practices; laboratory practice in texture; acidity, plasticity, shrinkage and types. Prerequisite: Geography 111 and one course in Chemistry.	
212— <i>Agricultural Economics</i> —3 sem. hrs.	II
Present-day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price-raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.	
213— <i>Farm Management</i> —3 sem. hrs.	I
Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.	
214— <i>Marketing Agricultural Products</i> —2 sem. hrs.	I or II
Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agricultural credit facilities.	
216— <i>Farm Accounting</i> —3 sem. hrs.	II
Application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.	
219— <i>Economic Dairy Problems</i> —2 sem. hrs.	II
Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading, and judging of commercial products. Prerequisite: Agriculture 118.	

220— <i>Dairy Cattle Breeding</i> —3 sem. hrs.	II
Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families, popular blood lines, and pedigrees. Prerequisite: Agriculture 118.	
225— <i>Pork Production</i> —3 sem. hrs.	I
Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; principles of selecting and judging swine for breeding and marketing.	
227— <i>Beef Production</i> —3 sem. hrs.	I or II
Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; the fitting of cattle for show and sale.	
228— <i>Poultry Management</i> —4 sem. hrs.	II
Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding, and improvement of laying and breeding flock; selection, care, and incubation of eggs; brooding and growing chicks; marketing of products.	
229— <i>Livestock Judging</i> —2 sem. hrs.	II
Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging, show-ring practices, judging contests; breed and variety characters. Prerequisite: Agriculture 115.	
230— <i>Farm Meats</i> —2 sem. hrs.	I or II
Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.	
232— <i>Farm Machinery and Tractors</i> —3 sem. hrs.	I or II
Design, construction, purchase, adjustment, operation, maintenance, and repair of field machinery and tractors. Not open to students who have completed Agriculture 231.	
233— <i>Poultry Breeding, Judging, and Exhibiting</i> —3 sem. hrs.	I
Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; preparation of poultry for show purposes. A small poultry show will be conducted by the class. Prerequisite: Agriculture 228.	
234— <i>Soil and Water Conservation; Farm Structures</i> —3 sem. hrs.	I or II
Drainage, soil erosion control and water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.	
235— <i>Advanced Soil and Water Conservation</i> —3 sem. hrs.	I or II
Advanced work and practice in the principles of planning, constructing, and adapting soil conservation, water conservation, and drainage practices for Illinois farms, and the application of surveying to these principles. Prerequisite: Agriculture 234.	
238— <i>Evening and Part-Time Schools</i> —3 sem. hrs.	I or II
Work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.	

ART

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for courses.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Art: 100, 150, 155, 156, 227.

FIRST FIELD REQUIREMENTS IN ART

This field may require more than 128 semester hours for graduation, depending on the choice of a second field.

A senior exhibition which must meet the approval of an art staff member, chosen by the student as his adviser, is required.

Courses in Art must total 50 semester hours. The following specific courses are required: 103, 104, 109, 110, 113, 114, 126, 127, 132, 155, 156, 161, 201, 202, 203, 204, 211, 233 or 236.

COMPREHENSIVE FIELD REQUIREMENTS IN ART

A second teaching field is not necessary with the comprehensive field.

A senior exhibition which must meet the approval of an art staff member, chosen by the student as his adviser, is required.

Courses in Art must total 60 semester hours. However, certain courses outside the Department may be included when approved by the Head of the Department of Art. They are Industrial Arts 122, 151; Speech 130, 131.

The following specific courses in Art are required: 103, 104, 109, 110, 113, 114, 126, 127, 132, 155, 156, 161, 162, 201, 202, 203, 204, 211, 227, 233, 236.

SECOND FIELD REQUIREMENTS IN ART

Courses in Art must total 22 semester hours. The following specific courses are required: 103, 104, 113, 126, 150, 201 or 211, 202 or 203, 204. Art 204 must be taken concurrently with Art 202 or 203.

COURSES IN ART**100—*Introductory Art Workshop*—2 sem. hrs.**

I or II

Opportunity to work in a variety of materials chosen from such areas as jewelry, ceramics, weaving, leather, painting, printmaking, and sculpture. Students may select certain projects based on their individual interests.

101—*Art Activities for Elementary Schools*—2 sem. hrs.

I or II

The nature of the child at different stages of his growth in terms of his creative expression. Practical experience with a variety of materials and techniques suitable for the elementary school including design principles, manuscript lettering, signs and posters, scrap material projects and the use of crayons, clay and printing techniques.

102—*Art Activities for Elementary Schools*—3 sem. hrs.

I or II

Continuation of Art 101 including experimentation in drawing and painting, sculpture, cut and torn paper, bulletin board arrangement, the making of masks and murals.

103 and 104— <i>Visual Elements</i> —Each 2 sem. hrs.	I and II
Experience with a wide variety of materials suitable for teaching children. Emphasis upon the individual and the importance of the creative experience in his total development.	
105— <i>Teaching Art in the Junior High School</i> —2 sem. hrs.	I or II
A specific study of the art program needed by children in the junior high school. Social and physiological needs and their effects on the young adolescent. To train the student in skills and techniques used in arts and crafts for this age group. Prerequisite: Art 101 and 102.	
107— <i>Art Appreciation</i> —1 sem. hr.	I or II
Art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.	
108— <i>Structural Design</i> —2 sem. hrs.	I or II
Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.	
109— <i>Basic Materials</i> —2 sem. hrs.	I
Workshop class concerned with the investigation and experimentation of fundamental materials including paper, wood, glass, metal, and plastics. Emphasis on visual and tactile qualities and methods of construction.	
110— <i>Basic Materials</i> —2 sem. hrs.	II
Workshop class using the same materials as those in Art 109 and introducing the concept of space as an element of design. Emphasis on forming, joining, and finishing of materials. Prerequisite: Art 109.	
111— <i>Art Fundamentals</i> —3 sem. hrs.	I or II
Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique. Primarily for students in Home Economics.	
113— <i>Life Drawing and Modeling</i> —3 sem. hrs.	I
Anatomy and design of the human figure as a basis for use in creative expression. Media will include pencil, charcoal, lithograph, conté, pen and ink, and clay. Lectures one hour per week on human anatomy.	
114— <i>Life Composition</i> —3 sem. hrs.	II
Continuation of the study of the human form, with special emphasis upon composition and the ability to achieve expressive drawing. Prerequisite: Art 113.	
116— <i>Puppetry</i> —2 sem. hrs.	I or II
Brief survey and construction of several kinds of puppets suitable for use in elementary and secondary schools. Paper-bag and cloth puppets, stick and hand puppets, and string-controlled marionettes will be included.	
118— <i>Landscape Composition and Sketching</i> —3 sem. hrs. Summer only	
Recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.	
124— <i>Metal and Jewelry Crafts</i> —2 sem. hrs.	I or II
Experience in designing and working with various metals suitable for use at the elementary and junior high school levels. Simple jewelry and enameling techniques.	
126— <i>Lettering and Layout</i> —2 sem. hrs.	I or II
Historical development of letter forms. Practical experience in the use of lettering pens and brushes. The use of cut-paper letters for signs and posters. Prerequisite: Art 101, 103 or 111.	

127— <i>Pottery</i> —2 sem. hrs.	I or II
Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.	
132— <i>Sculpture</i> —2 sem. hrs.	II
Experimentation with modern sculptural techniques, including direct carving and the making of molds and casts.	
135— <i>Art Clinic</i> —1 sem. hr.	Summer only
Intensive work within a special area of the teaching of art. A student may enroll in the clinic for credit more than once if the subject matter covered is not duplicated. See also Education 135.	
140— <i>Weaving</i> —3 sem. hrs.	I or II
Experiments in the use of wool, cotton, rayon, linen, jute, plastic, and metallic threads. Use of two- and four-heddle table and floor looms, Inkle looms, card weaving, and various types of looms which can be made by the student. Emphasis upon pattern and texture in creating original designs.	
150— <i>Art for Contemporary Living</i> —2 sem. hrs.	I or II
To help students use art to meet the practical needs of daily living in a more satisfying way. Contemporary art forms and their relationship to everyday living. Attention given to the application of art principles in the selection of home furnishings, appliances, and other useful articles.	
155— <i>History of Art</i> —3 sem. hrs.	I
Development of art from prehistoric times to the Renaissance.	
156— <i>History of Art</i> —3 sem. hrs.	II
Development of art beginning with the Renaissance to World War I.	
161 and 162— <i>Experimental Painting</i> —Each 2 sem. hrs.	I or II
A beginning course in painting experiments in transparent and opaque watercolor as well as oil painting.	
193— <i>Art Workshop</i> —1-6 sem. hrs.	I or II
See page 160 for description.	
200— <i>Art Materials for Elementary Schools</i> —3 sem. hrs.	I or II
The significance of the art experience at different stages in the growth and development of children. Practical experience in working with art materials suitable for the elementary level, such as crayon and chalk techniques, manuscript lettering, clay, cut and torn paper, scrap material projects, drawing and painting. For transfer students of junior standing and teachers in the field. Students who have had Art 101 and 102 may not take this course for credit.	
201— <i>Crafts for Elementary Schools</i> —3 sem. hrs.	I
Simple crafts suitable for the elementary level such as weaving, simple jewelry, stitchery, enameling, hand puppets and printing techniques. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Students who have had Art 207 may not take this course for credit. Prerequisite: Art 101 or 103.	
202— <i>Teaching Art in Elementary Schools</i> —2 sem. hrs.	I or II
Principles for establishing a creative art program in an elementary school. Planning of art work as an integral part of the experiences of the child at various levels.	
203— <i>Teaching Art in the High School</i> —2 sem. hrs.	I or II
The development of art curricula to meet the needs of senior high school students. Problems of teaching and administering the school art program. Adapting the art program to large or small high schools and integrating it with other subject matter and extra-curricular activities.	

204— <i>Junior Participation in Art</i> —1 sem. hr.	I or II
Observation and participation in teaching art in the elementary or secondary levels. This course must be taken concurrently with either Art 202 or 203.	
207— <i>Art for Exceptional Children</i> —3 sem. hrs.	II
Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes. For students in Special Education. Students who have had Art 201 may not take this course for credit. Prerequisite: Art 101.	
210— <i>Advanced Weaving</i> —3 sem. hrs.	I or II
Advanced problems in weaving with emphasis upon experimental work in textures. Prerequisite: Art 140.	
211— <i>Crafts for Secondary Schools</i> —3 sem. hrs.	II
Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. Prerequisite: Art 103 or 111.	
224— <i>Advanced Jewelry</i> —2 sem. hrs.	I or II
Designing and making of jewelry in silver and other metals. Cutting, polishing, and setting stones. Advanced enameling techniques. Prerequisite: Art 124.	
227— <i>Contemporary Art</i> —2 sem. hrs.	I or II
Development of modern movements in painting, sculpture, architecture, and industrial design in Europe and America.	
233— <i>Water-Color Painting</i> —3 sem. hrs	I
Painting from still life, models, and landscape with special problems in color and composition. Use is made of the various water-color painting techniques in producing original compositions expressive of the experiences of the individual student.	
236— <i>Oil Painting</i> —3 sem. hrs.	II
Advanced composition in oil using abstract, still-life, landscape, and figure subjects. A survey of contemporary trends in oil painting.	
245— <i>Printmaking</i> —2 sem. hrs.	I or II
Introduction to printmaking techniques including lithography, wood cuts, and silk screening.	
247— <i>Advanced Sculpture</i> —3 sem. hrs.	II
Advanced composition in various media suitable for sculpture. A survey of contemporary trends in sculpture. Prerequisite: Art 132.	
266— <i>Lettering and Layout</i> —2 sem. hrs.	I or II
Advanced problems in lettering and layout with emphasis upon the yearbook. Prerequisite: Art 126.	
277— <i>Ceramics</i> —2 sem. hrs.	I or II
Advanced problems in ceramic design. Practical experience in the production of various types of glazes. Prerequisite: Art 127.	
293— <i>Art Workshop</i> —1-6 sem. hrs.	I or II
Same as Art 193 except for senior-college students who will be expected to do a more advanced type of work than those working at the junior-college level.	
319— <i>Renaissance Art</i> —3 sem. hrs.	
General influences determining the art product in Italy, Germany, Holland, England, and Flanders; related arts. Sources and readings for research. Chronological survey of artistic evidence in architecture, sculpture, painting, and the minor arts.	

321—Contemporary Painting—3 sem. hrs.

Backgrounds for twentieth-century painting. Study of the major movements in modern painting: Impressionism, Post-Impressionism, Dada, Surrealism, social consciousness, and regionalism in painting. Painting today and tomorrow.

322—Contemporary Architecture—2 sem. hrs.

Backgrounds for twentieth-century architecture. New materials and techniques. The European group: Oud, Le Corbusier, Gropius, and van der Rohe. The Americans: Richardson, Sullivan, and Wright. The International Style. The American home today and tomorrow.

351—Techniques of Painting—3 sem. hrs.

Advanced work chosen from the following media: oil, water color, gouache, egg tempera, encaustic. Survey of readings in the field of painting techniques.

352—Advanced Painting—3 sem. hrs.

Emphasis upon performance in a particular painting medium.

371—Advanced Craft Techniques—3 sem. hrs.

Independent research and experimental work in a craft or crafts of the student's choice with the approval of the instructor. Survey of readings in the field of the particular craft or crafts chosen.

372—Philosophy of Art Activity—2 sem. hrs.

Primary concern with the educative values of the art activity, its nature, its motivations in human experience, and its effects on the social group and the individual child.

BIOLOGICAL SCIENCE

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Biological Science: 101, 105, 111, 112, 113, 114, 145, 146, 201, 211. For group V, Biological Science 120 may be used.

FIRST FIELD REQUIREMENTS IN BIOLOGICAL SCIENCE

Courses in Biological Science must total 37 semester hours. The following specific courses are required: 111, 112, 121, 122, 131, 132.

SECOND FIELD REQUIREMENTS IN BIOLOGICAL SCIENCE

Courses in Biological Science must total 24 semester hours. The following specific courses are required: 111; 112; and at least 6 semester hours selected from 121, 122, 131, and 132.

SECOND FIELD REQUIREMENTS IN GENERAL SCIENCE

A student who has a first field in Biological Science may elect this second field by taking the following 21 semester hours: Geography 111, 115, 125; Physical Science 142, 152; Physical Science 274 or Biological Science 219.

SECOND FIELD REQUIREMENTS IN HEALTH EDUCATION

The following 21 semester hours are required: Biological Science 121 and 122, or 145 and 146; 211; 238; 240 or 312; 250; 251; Home Economics 106 or Industrial Arts 267.

FIRST FIELD REQUIREMENTS IN HEALTH EDUCATION

Students who have a first field in Biological Science or Health and Physical Education may complete the following courses, in addition to those required for a second field in Health Education: Biological Science 242, 247; Education 108, 232 or 233 or 234, 261; Psychology 222, 234; Health and Physical Education 180; Home Economics 212; Social Science 261, 262.

COURSES IN BIOLOGICAL SCIENCE

101—<i>Introduction to Biological Science</i> —3 sem. hrs.	I and II
Basic principles and subject matter of biology. Lecture. Not designed for students with a first or second field in Biological Science.	
105—<i>Hygiene</i> —2 sem. hrs.	I and II
Factors determining health, with special consideration given to the principles and practices of health promotion. Lecture.	
111—<i>General Zoology</i> —3 sem. hrs.	I and II
Basic materials and subject matter of elementary zoology. Lecture and laboratory.	
112—<i>General Botany</i> —3 sem. hrs.	I and II
Basic materials and subject matter of elementary botany. Lecture and laboratory.	
113—<i>Basic Biology</i> —5 sem. hrs.	I or II
Animal and plant life essential to an understanding of the living world. Not for students with a first or second field in Biological Science. Lecture and laboratory.	
114—<i>Economic Biology</i> —5 sem. hrs.	I or II
Plant and animal improvement, economic losses from fungus and insect pests, avocational aspects and application of microbiology to agriculture, sanitation, industry and everyday life. Not for students with a first or second field in Biological Science. Lecture and laboratory.	
120—<i>Field Study in Marine Biology</i> —2 sem. hrs.	II
Collecting, identifying, and studying marine specimens of the coastal areas of Florida and the West Indies. Laboratory work in a marine biological station as well as further laboratory work on campus.	
121—<i>Comparative Zoology</i> —3 sem. hrs.	I and II
Non-chordates. Lecture and laboratory. Prerequisite: Biological Science 111.	
122—<i>Comparative Zoology</i> —3 sem. hrs.	I and II
Chordates. Lecture and laboratory. Prerequisite: Biological Science 111.	
131—<i>Comparative Botany</i> —3 sem. hrs.	I and II
Morphological and taxonomic study of the Thallophytes and Bryophytes. Lecture and laboratory. Prerequisite: Biological Science 112.	

132— <i>Comparative Botany</i> —3 sem. hrs.	I and II
External form and internal structure of the vascular plants. Field work, plant identification and ecological factors are also included. Lecture and laboratory. Prerequisite: Biological Science 112.	
145— <i>Functional Anatomy</i> —3 sem. hrs.	I and II
Anatomy and physiology of representative simple animals to give the student sufficient background to understand the more complex functioning of the human organ systems. Lecture and laboratory.	
146— <i>Functional Anatomy</i> —3 sem. hrs.	I and II
Mammalian anatomy and physiology with special emphasis on human physiology and organ systems. Lecture and laboratory. Prerequisite: Biological Science 145.	
193— <i>Health Education Center</i> —1-6 sem. hrs.	Summer only
Instructional program, individual problems, recent health legislation, and health service procedures are considered. Other areas participating are Education and Psychology, Health Service, Home Economics, and Health and Physical Education. Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a comprehensive health program. Prerequisite: Teaching experience or Biological Science 238.	
201— <i>Entomology</i> —3 sem. hrs.	I
Morphology and taxonomy of insects. Lecture and laboratory. Prerequisite: Biological Science 111.	
202— <i>Economic Entomology</i> —2 sem. hrs.	II
Pests of crops, animals, and household; the means by which they may be controlled. Lecture and laboratory. Prerequisite: Biological Science 201.	
206— <i>Field Biology</i> —3 sem. hrs.	I
Ecology and taxonomy of plants and animals as they occur in nature. Lecture and laboratory. Prerequisite: Any course in Biological Science except 105 or 238.	
211— <i>Introductory Bacteriology</i> —3 sem. hrs.	I and II
Elementary bacteriology. Lecture and laboratory. Prerequisite: A laboratory course in Biological Science.	
212— <i>General Bacteriology</i> —2 sem. hrs.	II
A continuation of Introductory Bacteriology 211. Lecture and laboratory. Prerequisite: Biological Science 211.	
214— <i>Plant Pathology</i> —3 sem. hrs.	II
Plant diseases. Lecture and laboratory. Prerequisite: Biological Science 112.	
215— <i>Plant Physiology</i> —2 sem. hrs.	I
Physiology of plants. Lecture and laboratory. Prerequisite: Biological Science 112.	
216— <i>General Physiology</i> —3 sem. hrs.	I or II
Chemical and physical aspects of life processes. Lecture and laboratory. Prerequisite: Biological Science 111 and 112, and a course in Chemistry.	
217— <i>Histology and Embryology</i> —3 sem. hrs.	I or II
Introduction to organ structure and development. Lecture and laboratory. Prerequisite: Biological Science 122.	
218— <i>Laboratory Techniques</i> —2 sem. hrs.	I or II
Procedures for the preparation of Biological materials of all kinds. The preparation of microscope slides, embedding in plastic, plastic injections, nerve preparations, and the building of models will be undertaken. Lecture and laboratory.	

219— <i>Natural Science</i> —3 sem. hrs.	I
Integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary and junior high schools. Lecture and laboratory.	
220— <i>Natural Science</i> —2 sem. hrs.	II
A continuation of Biological Science 219.	
221— <i>Genetics and Evolution</i> —3 sem. hrs.	I or II
Mechanics of inheritance and evolution in the plant and animal kingdoms. Prerequisite: 12 semester hours of courses with laboratory in Biological Science.	
238— <i>School Health</i> —2 sem. hrs.	I or II
Teaching and supervision of school health in grade schools and the prevention and control of disease in the community. Lecture only. Prerequisite: Biological Science 105.	
240— <i>Modern Health Problems and Procedures</i> —3 sem. hrs.	I
Interpretation of personal health and group health problems. To acquaint teachers in service with recent developments in the field of health. Qualified students will find time to devote to problems of their own choosing. Prerequisite: Biological Science 238.	
242— <i>Community Public Health</i> —2 sem. hrs.	II
Its relation to school, home, and community. Principles of epidemiology, isolation techniques, and community health in general. To meet the needs of health educators, supervisors, and administrators. Taught by a certified public health nurse. Prerequisite: One year's work in laboratory science.	
245— <i>Applied Human Anatomy</i> —3 sem. hrs.	I
For those preparing to teach special classes of physically-handicapped children. The educational implications are stressed. Lecture and laboratory. Prerequisite: Biological Science 146.	
246— <i>Survey of Physical Defects—Their Biological Bases</i> —2 sem. hrs.	II
For those preparing to teach special classes of physically handicapped children. Lecture and laboratory. Prerequisite: Biological Science 245.	
247— <i>Sight-Saving Problems</i> —2 sem. hrs.	I
Observations and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. Lecture and laboratory. Prerequisite: Biological Science 146.	
250— <i>The Human Body—Morphology, Function, and Behavior</i> — 3 sem. hrs.	I or II
For those who need information based directly upon the study of the human body. Attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. Lecture. Prerequisite: Comparative Zoology 122 or Functional Anatomy 146 or Health and Physical Education 182; consent of instructor.	
251— <i>The Human Body—Morphology, Function, and Behavior</i> — 2 sem. hrs.	II
A continuation of Biological Science 250.	
293— <i>Health Education Center</i> —1-6 sem. hrs.	Summer only
Same as Biological Science 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.	
300 and 301— <i>Current Readings in Biological Science</i> —Each 1 sem. hr.	
Participation required of all students emphasizing graduate work in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.	

303—Teaching of Science in the Elementary Schools—3 sem. hrs.

Present-day developments in science in relation to elementary school situations. Consideration of the content, activities, and approach involved in the teaching of an integrated science program related to the life of the individual for various grade levels. Lecture.

311—School and Community Sanitation—3 sem. hrs.

Principles of sanitation and the methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Lecture and laboratory.

312—Administration of School Health—3 sem. hrs.

Administration and organization of school health education programs. Lecture.

BUSINESS EDUCATION

Geography 113, Economic Geography, may be used in a first, comprehensive, or second field in Business Education.

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses in Business Education: 111, 141.

FIRST FIELD REQUIREMENTS IN SECRETARIAL EDUCATION

Courses in Business Education must total 37 semester hours. The following specific courses are required: 111, 112*, 113*, 114, 115, 122*, 123*, 124, 131, 132, 211, 212, 261.

FIRST FIELD REQUIREMENTS IN BUSINESS ADMINISTRATION

Courses in Business Education must total 37 semester hours. The following specific courses are required: 111; 112* and 113*, or 113 and 114 or 211; 117; 131; 132; 141; 142; 231; 232; 252; 261; one of the following courses: 253, 254, 255, 256, 257.

COMPREHENSIVE FIELD REQUIREMENTS IN BUSINESS EDUCATION

A second teaching field is not necessary with this comprehensive field.

Courses in Business Education must total 50 semester hours. The following specific courses are required: 111; 112* and 113*, or 113, or 114; 115; 117; 122*; 123*; 124; 131; 132; 141; 142; 211; 231; 252; 261; at least five additional semester hours in courses numbered 200 or over. Economics 171, Principles of Economics, may be used toward this field.

SECOND FIELD IN SECRETARIAL EDUCATION

Courses in Business Education must total 18 semester hours. The following specific courses are required: 112*, 113*, 114, 122*, 123*, 124, 211, 212.

* Students who have had some training in typewriting and shorthand in high school or private school may be excused, upon consultation with the Head of the Department, from one or more of the following courses: 112, 113, 122, and 123. The minimum requirement for teaching shorthand or typewriting in six semester hours in the subject and sixteen semester hours in the field.

SECOND FIELD IN ACCOUNTING AND LAW

Courses in Business Education must total 21 semester hours. The following specific courses are required: 117, 131, 132, 141, 142, 231, 232 or 252.

SECOND FIELD IN GENERAL BUSINESS

Courses in Business Education must total 20 semester hours. The following specific courses are required: 111, 131, 132, 252, 253, 254, 255 or 256.

SECOND FIELD IN DISTRIBUTIVE BUSINESS

Courses in Business Education must total 24 semester hours. The following specific courses are required: 111, 117, 131, 132, 141, 252, 254, 257.

COURSES IN BUSINESS EDUCATION

111—<i>Elements of Business</i>—3 sem. hrs.	I or II
Basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.	
112—<i>Typewriting</i>—2 sem. hrs.	II
Knowledge of the typewriter and development of skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.	
113—<i>Typewriting</i>—3 sem. hrs.	I or II
Development of individual skills in operation to a minimum attainment of forty words per minute on a varied selection of material. Instructional methods are included. Prerequisite: Business Education 112 or one year of high-school typewriting.	
114—<i>Typewriting</i>—3 sem. hrs.	I or II
Skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is required. At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. Prerequisite: Business Education 113 or two years of high-school typewriting.	
115—<i>Business Correspondence</i>—2 sem. hrs.	I or II
Fundamental principles that govern the several kinds of business letters and practical methods of writing the types which arise from the more typical business situations. Composition of the common types of business reports.	
117—<i>Business Mathematics</i>—3 sem. hrs.	I or II
Background course in business education providing training for those preparing to teach business arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.	
122—<i>Shorthand</i>—3 sem. hrs.	II
Correct writing and reading techniques, learning and application of principles, vocabulary of frequent words, developed through drills, reading, and dictation. Eight chapters of <i>Gregg Manual</i> and reading text.	
123—<i>Shorthand</i>—3 sem. hrs.	I or II
Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: sixty words a minute for five minutes. Prerequisite: Business Education 122 or one year of high-school shorthand.	

124—*Shorthand*—3 sem. hrs.

I or II

Dictation and transcription course with emphasis on letter set-up, principles of English mechanics, and development of transcribing ability and speed. Minimum requirement: eighty words a minute for five minutes, correctly transcribed. Prerequisite: Business Education 123 or two years of high-school shorthand.

131—*Accounting*—3 sem. hrs.

I or II

Business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

132—*Accounting*—3 sem. hrs.

II

Corporation accounting including consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. Prerequisite: Business Education 131.

141—*Business Law*—3 sem. hrs.

I

Law and its administration, contracts, agency, negotiable instruments, labor legislation, insurance, and suretyship. Case materials are used to develop an understanding of legal principles.

142—*Business Law*—3 sem. hrs.

II

Bailment, common carriers, sales partnerships, corporations, property, bankruptcy, torts, and business crimes. Problems and case materials are included.

211—*Office Practice*—3 sem. hrs.

I

Practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines, and in working projects that can be used for the teaching of advanced typewriting and office practice courses in the high school. This course counts as credit in typewriting. Prerequisite: Business Education 113 or 114.

212—*Advanced Transcription*—3 sem. hrs.

I or II

Primary emphasis on the application of the principles of functional English to the typewritten transcript. Prerequisite: Business Education 114 and 124.

231—*Accounting*—3 sem. hrs.

I

Revenue records affecting all types of business ownership. General accounting theory as applied to corporations, with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are included. Prerequisite: Business Education 132.

232—*Accounting*—3 sem. hrs.

II

Accounting for special types of business, together with a review of general accounting theory. A general survey of accounting for social security, systems and auditing, manufacturing cost accounting, and the relation of accounting to income taxation. Prerequisite: Business Education 231.

252—*Economics of Business*—3 sem. hrs.

I or II

Adjusting economic theory to intelligent business administration. Case-method approach is used. Profits and risk, demand and supply, business cycles and public policy are considered as factors influencing the decisions of management.

253—*Business Organization and Management*—3 sem. hrs.

I

Evaluation of different types of business organizations, methods of creation, and internal operating policies. Plant facilities, location, production, traffic problems, credit, human relations, control, purchases, and sales are given special consideration. Prerequisite: Social Science 171 or Business Education 252.

254—Advertising and Salesmanship—2 sem. hrs. I

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is included and personnel development methods are used. Prerequisite: Social Science 171 or Business Education 252.

255—Marketing—3 sem. hrs. I

Functions, processes, agencies, and personnel involved in the marketing of goods and services of all major types, with emphasis on the distribution of consumer goods. Prerequisite: Social Science 171 or Business Education 252.

256—Business Finance—3 sem. hrs. II

Problems and methods of financing business, function of banking, business risks as an influence on financial management, and interpretation of the security markets. Prerequisite: Social Science 171 or Business Education 252.

257—Retailing—2 sem. hrs. II

Organization and operation of retail stores and service establishments of various types with some consideration of the application of the content to distributive education and general business subjects of the high school. Whenever feasible, the local business community will be used as a laboratory for the observation and analysis of retailing practice. Prerequisite: Social Science 171 or Business Education 252.

261—Principles of Business Education—2 sem. hrs. I or II

Stimulation of professional interest in the entire field of business education through a consideration of such topics as: purposes of business education, outstanding research and literature in the field, construction of the business curriculum, surveys of the local business community and of present and former pupils, cooperative part-time training for office and distributive occupations, and guidance responsibilities of business teachers.

310—Consumer Business Problems—2 sem. hrs.

Application of business knowledge to the solution of practical problems of the consumer. Emphasis on improved living standards through better management of personal finances.

330—Governmental Accounting—3 sem. hrs.

Procedures, accounts, and reports of governmental agencies; the solution of problems embracing the practical application of fund accounting and the interpretation of financial reports of various government units. Prerequisite: 5 semester hours of accounting.

331—Cost Accounting—3 sem. hrs.

Elements of production costs, including materials, labor, and overhead or burden; the job-cost, the process-cost, and the standard-cost systems; the solution of problems embracing the practical application of costing methods, formulas, and standard costs. Prerequisite: 12 semester hours of accounting.

332—Auditing—3 sem. hrs.

Verification, analysis, and interpretation of accounting records. Auditing principles and procedures are applied to the audits of cash; securities and investments; receivables, inventories, assets, and liabilities; balance sheet; profit and loss statement; and working papers. Prerequisite: 12 semester hours of accounting.

340—Problems in Office Management—2 sem. hrs.

Detecting, analyzing, and solving problems applicable to large or small offices. Principles of office organization and operation are discussed and applied to cases under consideration. Individual and committee investigations are conducted, and selected office managers are called upon to serve as resource persons.

357—Problems in Retail Store Management—2 sem. hrs.

Investigation and critical discussion of problems frequently encountered in managing a retail store, with special attention given to the small store. Principles and procedures of store management developed as they relate to the cases chosen for analysis. Visits to stores and participation by selected store managers in group discussions are regular parts of the course.

EDUCATION AND PSYCHOLOGY

For information concerning Psychology as a second teaching field see page 100.

GENERAL EDUCATION COURSES

Psychology 111 is required in group IV.

To meet requirements for group V, students may choose from the following courses: Education 251, 252; Psychology 234.

COURSES IN EDUCATION

104—Introduction to Elementary Teaching—3 sem. hrs. I or II

Orientation to the profession and a study of the relationship of elementary education within the organization of American public education. Directed observations on all grade levels are included.

107—Reading Methods—3 sem. hrs. I or II

Basic principles and techniques of the teaching of reading in the elementary school. Emphasis on reading as a phase of communication and its relation to the other language arts. Instruction in, and observation of, the use of materials and techniques in the teaching of word recognition (including phonics), comprehension, and critical reading. Prerequisite: Education 108 or Psychology 115.

108—Child Growth and Development—3 sem. hrs. I or II

Physical, intellectual, emotional and social growth and development of children and the influence of home, school and community environment upon this growth; techniques of studying and evaluating growth applied through continuous observation and making of an individual case study. Students who have had Psychology 115 may not take this course for credit. Prerequisite: Education 104.

121—Reading Clinic—1 sem. hr. Summer only

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

135—Education Clinic—1 sem. hr. Summer only

Intensive work on specific teaching problems, including arithmetic, language arts, fine and applied arts, music, home economics, natural science, and social science. The student may enroll in the Clinic for credit more than once so long as the subject matter covered is not duplicated. See also Art 135, Home Economics 135, and Mathematics 135.

162—Introduction to Special Education—3 sem. hrs. I

Educational provisions for exceptional children: the partially sighted, physically handicapped, deaf and hard of hearing, mentally subnormal, gifted, and socially maladjusted. For all classroom teachers and administrators who wish general information in this field.

193—Education Workshop—1-6 sem. hrs. I or II

See page 160 for description.

203—Introduction to Philosophy of Education—3 sem. hrs. I or II

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. Prerequisites: Senior standing and completion of all required education courses except Education 210 or 215.

204—*School and Community Relations*—2 sem. hrs. I or II

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. Prerequisite: Education 211.

205—*Laboratory Reading Methods*—3 sem. hrs. II

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Three double periods per week. Prerequisite: Education 107.

207—*Advanced Reading Methods*—3 sem. hrs. I or II

Practical problems utilizing group techniques in the teaching of reading in each grade level of the elementary school. Integrates reading with non-reading learning activities. Involves direct experiences with children. Prerequisite: Education 107.

208—*Elementary-School Tests and Measurements*—2 sem. hrs. II

Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. Prerequisite: Education 104.

210—*Student Teaching Including Special Methods—Secondary*—

5 or 10 sem. hrs.; *Student Teaching—Elementary*—3 or 8 sem. hrs. I and II

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. Prerequisite: Education 220 for secondary and 232, 233, or 234 for elementary, at least one semester of residence at Illinois State Normal University, satisfactory preparation in subject-matters fields, and the approval of the Director of Student Teaching. The residence requirement does not apply to transfers in the Special Education Curriculum.

211—*American Public Education*—3 sem. hrs. I or II

Organization of American public education—federal, state, county and local; provisions for materials and environment—curriculum, co-curriculum; buildings, equipment, finance; school and community relations, including P.T.A. and other community and adult education groups; and issues in American education. Prerequisite: Psychology 115 or Education 108. Not open to students who have had Education 101 and/or 102.

213—*Diagnostic and Remedial Instruction*—3 sem. hrs. Summer only

Diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and evaluation of effectiveness of remedial work; remedial instruction in the laboratory schools; case study of a pupil selected either from the student's teaching group or from the laboratory schools. Prerequisite: Education 104.

215—*Student Teaching—Special Education*—2 to 5 sem. hrs. I and II

Differentiated according to area of major specialization. Work is done with children mentally retarded, physically handicapped, partially sighted and blind, deaf or hard of hearing, defective in speech, or socially maladjusted.

219—*Advanced Reading Clinic*—1 sem. hr. Summer only

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. Prerequisite: Education 121.

220—Secondary Education—4 sem. hrs. I or II

Basic principles and techniques of teaching: learning goals and their function, selection and organization of subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, and procedures for evaluating and reporting the results of instruction. Prerequisite: Psychology 115.

221—High-School Tests and Measurements—2 sem. hrs. I

Achievement and intelligence tests in the secondary school. Particular emphasis upon achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. Prerequisite: Education 211.

222—Secondary-School Reading Clinic—1 sem. hr. Summer only

Problems in reading on the secondary school level, including junior-high and senior-high school. An intensive course for one week.

223—Secondary-School Reading—3 sem. hrs. I or II

Developmental and remedial aspects of high-school reading for senior and junior high-school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. Prerequisite: Education 211.

224—Extracurricular Activities in Secondary Schools—2 sem. hrs. I

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. Prerequisite: Psychology 115.

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231, 232, 233, 234—Elementary Curriculum

The four courses which follow deal with elementary school curriculum and methods. Each student selects only one according to his level of specializations: Nursery-kindergarten Education, Early-childhood Education, Middle-grade Education, or Upper-grade—Junior-High Education.

231—Nursery-Kindergarten Education—4 sem. hrs. I or II

Aims, organization, content, administration, and methods used in teaching nursery-kindergarten curriculum with special emphasis on guiding the development of the young child. Concentrated attention will be given to techniques of working with parents. Participation in classroom activities required except for experienced teachers. Prerequisite: Education 108 or Psychology 115.

232—Early Childhood Education—4 sem. hrs. I or II

Primary education as a basic unit of the elementary school; the physical plant, equipment, organization; overview of the curriculum with emphasis on learning experiences through a unified program; special emphasis on language arts (including spelling and manuscript writing); number concepts; science experiences; social studies; methods of evaluation consistent with growth needs of young children. Participation in primary classroom activities is required except for experienced teachers. Prerequisite: Education 108 or Psychology 115.

233—Middle Grade Education—4 sem. hrs. I or II

Methods and materials in intermediate grades with special emphasis upon language arts, including spelling and handwriting; arithmetic, science and social studies; instructional problems for teachers of the middle grades; selection, organization, and use of curriculum materials; the unified program of activities; pupil appraisal. Participation in middle-grade classroom activities is required except for experienced teachers. Prerequisite: Education 108 or Psychology 115.

234—Upper-Grade—Junior-High Education—4 sem. hrs. I or II

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization—in separate grades, departmentalized, and junior-high school; special emphasis on methods and materials in language arts, social studies, arithmetic, and science activities. Participation is required except for experienced teachers. Prerequisite Education 108 or Psychology 115.

235—Pupil Activities in the Elementary School—3 sem. hrs.

Summer only

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers select curriculum materials and organize units. Observation and discussion of such units in progress in the laboratory schools. Primarily for teachers who wish to study recent developments in elementary education. Prerequisite: Education 104.

236—Problems of the Teacher—3 sem. hrs.

I or II

The role of the classroom teacher as a member of a school staff, concerned with such problems as: curriculum development, classroom management, teacher-pupil planning, providing for individualized differences, making records and reports, understanding research and literature of various teaching fields, testing and evaluation instruments and procedures, school-community relations, in-service education. Issues in American public education and a knowledge of professional organization are emphasized. Teaching competencies are considered by each student. Prerequisite: Education 108 or Psychology 115.

240—Audio-visual Education—2 sem. hrs.

II

Theory, materials, and methodology of audio-visual education. Criteria for evaluating and selecting materials; sources and care of materials; methods of using audio-visual aids in the classroom. Laboratory work includes experiences with handmade lantern slides, elementary photography, graphics, tape recording, projection equipment, and field-trip management. Three class periods per week include laboratory. Prerequisite: Psychology 115 and Education 211.

242—Special Classes for the Trainable—2 sem. hrs.

I or II

Organization of classes, teaching methods, behavior and progress records and reports, home-school-community relations.

243—Education of the Mentally Retarded—2 sem. hrs.

II

Study of objectives, curriculum content, methods, and organization of work in classes of mentally-retarded children. Emphasis on case records.

244—Education of the Partially Sighted—2 sem. hrs.

II

Selection and placement of pupils; organization of the program; methods of sight conservation; special equipment; case records; observation in clinic.

245—Education of the Physically Handicapped—2 sem. hrs.

II

Adaptation of the curriculum; coordination of educational and medical programs; preparation of case records; special school equipment; survey of institutions and agencies interested in the physically handicapped; observations in orthopedic rooms and hospital schools. For teachers of crippled, cerebral-palsied, and otherwise physically-handicapped children except in speech, hearing and vision.

248—Braille Reading and Writing—2 sem. hrs.

I or II

Designed to develop mastery of braille. Use of the braille writer and other devices for writing. Procedures for teaching braille. Preparation and use of braille materials for purposes of communication and evaluation.

249—Education of the Blind—2 sem. hrs.

II

Methods and materials for blind children of elementary school age. Study of the resource room plan; methods of working with regular classroom teachers; ways of adapting instructional

materials for use by blind children. Use of special equipment; preparation of materials; observations and field trips.

250—*Current Trends in Education*—3 sem. hrs.

I or II

New trends and movements in education as revealed in changes in materials of instruction; methods of teaching and learning; pupil behavior, control and administration of schools, state and federal activities in education, and developments in teacher education. Prerequisite: Education 211.

251—*Introduction to Philosophy*—3 sem. hrs.

I or II

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

252—*Ethics*—3 sem. hrs.

I or II

Principles underlying human conduct, with applications to the life of the individual and to society.

253 and 254—*Education of the Deaf and the Hard-of-Hearing*—

each 3 sem. hrs.

I and II

Methods of teaching oral and written language and experience in organizing an educational program for the deaf and the hard-of-hearing.

261—*Behavior Problems of the Elementary School*—3 sem. hrs.

Summer only

Diagnosis and treatment of difficult children: typical problems in behavior, factors in maladjustment, and discipline. Opportunity for intensive study of a special behavior problem. Prerequisite: Psychology 115 or Education 108.

265—*Occupational Information and Guidance*—2 sem. hrs.

II

Techniques of gathering and evaluating occupational information. Use of occupational information in guiding pupils to develop interest in appropriate occupations.

266—*The Curriculum*—2 sem. hrs.

I or II

An overview of curricular principles, programs, and procedures, with adaptations for exceptional children in the special fields. Prerequisite: Education 162.

293—*Education Workshop*—1-6 sem. hrs.

I or II

Same as Education 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

295—*Independent Study in Education and/or Psychology*—

2 to 4 sem. hrs.

I or II

Provides opportunity for exceptional students to engage in independent pursuit of special areas, under supervision. Careful planning and evaluation will be required. Open to juniors and seniors who have outstanding records of achievement. Approval of Head of Department of Education and Psychology necessary.

300—*Workshop in Education*—2-6 sem. hrs.

For experienced professional workers in the field of education. Emphasis given to serving superintendents, principals, supervisors, and teachers who are presently responsible for some aspect of curriculum study and/or program improvement in their schools. Primary concern with the analysis and solution of practical and on-the-job educational problems. Procedure: exact statement of problems for study; critical examination of the literature on research and existing practice in the problem to be followed by reports, discussion, and conclusions. Prerequisite: Teaching experience.

305 and 306—*Readings in Educational and Psychological Research*—

each 1 sem. hr.

Study and evaluation of current research dealing with the student's major field of interest. The

course acquaints the student with research in many phases of education and psychology from the nursery school through the community college.

307—Analysis and Correction of Reading Disability—3 sem. hrs.

Standardized and informal tests, analysis of test results, and differentiated reading programs based on test findings. Opportunities are provided for administering informal and standardized instruments designed to determine the extent of retardation and the type of reading disability. Practice is given in analyzing test findings and in recommending psychological and pedagogical procedures that will provide for the specific needs of subjects with reading difficulties. Prerequisite: Education 107; 205 or teaching experience.

308—Recent Research in Reading—3 sem. hrs.

Analysis of recent research in reading at the elementary, secondary, and college levels together with its implications in the areas of modified practices in the teaching of reading, materials of instruction, and teacher preparation.

310—The Junior High School—2 sem. hrs.

Function of the junior high school, characteristics and needs of early adolescents, articulation with the elementary and high schools, traditional and core curriculums, organization, administration, and evaluation of programs for early adolescents.

327—Introduction to Guidance—2 sem. hrs.

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities, and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

331—Public Relations for Education—2 sem. hrs.

Analysis of the need for public relations and study of programs for education. Wide use of visual aids and community resources. Work of the individual student will focus on practical problems related to his area of specialization. Ways of evaluation will be included.

342—Individualized Professional Experience—2 or 3 sem. hrs.

Provides a wide variety of experiences to meet the individual needs of graduate students by working with elementary and high school students, parents, staff members, and school and community groups, and in other activities that will constitute the professional and social experiences adapted to the needs of the individual graduate students.

351—Problems of the Brain-Injured—2 sem. hrs.

Summer only

Problems of diagnosis, psychological evaluation and educational adjustments needed by the cerebral palsied. Relationship to other therapies. Observation and planned participation in a group of cerebral palsied. For experienced teachers who wish to specialize in working with the cerebral palsied.

353—Education of Gifted Children—2 sem. hrs.

Organization of the program for the education of gifted children. Methods of identification, curriculum adjustments, creative activities, guidance, appraisal of progress, and parent relationships. For teachers, administrators, and personnel workers.

355—Workshop in Curriculum and Methods for the Mentally Retarded—3 sem. hrs.

Summer only

Designed to aid students in the development of curriculum and methods suited to their particular problems with the mentally retarded. For principals, supervisors, and teachers now engaged in the field, or those having a background in psychology and mental deviation, contemplating the field. Attention given to organization and curriculum at elementary and secondary level; methods and materials adapted to age groupings; pupil guidance and evaluation; study of job outlets and work try-outs or other subjects of student's choice.

359—Workshop for Teachers of Partially Sighted—3 sem. hrs.

Summer only

Individual teaching problems. Review of recent educational literature and research in impair-

ment of vision, adaptation of instructional materials to the conservation of vision, curriculum adjustments, personality problems, guidance, and other problems may be considered. For teachers experienced in work with partially sighted.

360—History of Education—3 sem. hrs.

Development of educational systems and programs. Emphasis on the historical perspective of modern educational problems.

365—Teaching in the Community (Junior) College—2 sem. hrs.

Techniques and methods of teaching on the community college level; problems of articulating the community college and the high school; special qualifications needed for the community college teacher; his preparation and training; the use of examinations, marks, and records; specific problems and methods of the classroom peculiar to the various teaching fields.

COURSES IN PSYCHOLOGY

SECOND FIELD REQUIREMENTS IN PSYCHOLOGY

Courses in Psychology must total 24 semester hours. The following specific courses are required: 111, 115, 225, 229, 234.

111—General Psychology—3 sem. hrs.

I or II

Scientific study of behavior. Motivation, emotion, abilities and interests, personality, hereditary and environmental influences, learning and remembering, observing and attending. Emphasis is upon general principles. Required in general education.

115—Educational Psychology—3 sem. hrs.

I or II

Training for prospective high-school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Students who have had Education 108 may not take this course for credit. Prerequisite: Psychology 111.

211—Applied Psychology—2 sem. hrs.

I

Application of psychology in fields other than education, such as business and industry, law and penology, and the arts. Prerequisite: Psychology 111.

212—Social Psychology—2 sem. hrs.

II

Behavior of people in groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods used in the organization and development of morale. Prerequisite: Psychology 111.

222—Psychology of Adolescence—2 sem. hrs.

I or II

Principles of psychology applied to understanding the characteristics and problems of adolescence. Prerequisite: Psychology 115 or Education 108.

225—Experimental Psychology—3 sem. hrs.

I or II

Simple experiments in the psychology laboratory to give appreciation of the problems of control in the scientific study of behavior. Three class periods per week—two lectures and one laboratory period plus additional laboratory assignments.

227—Psychology of Exceptional Children—2 sem. hrs.

I

Behavior of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. Prerequisite: Psychology 115 or Education 108.

229—Psychological Testing—3 sem. hrs.

I or II

Use and interpretation of psychological test results with emphasis on the quantitative approach. Group and individual tests are studied and demonstrated. Students have practice in giving,

scoring, and interpreting standardized tests. Meets the requirements of psychological testing for students in special education.

234—*Mental Hygiene*—3 sem. hrs. I or II

Nature and extent of mental health problems, application of psychological principles to the development of positive mental health in the individual and to the problems in the community, introduction to counseling, psychotherapy, and severe personality problems.

235—*Case Work in Behavior Problems*—2 sem. hrs. I or II

Making case studies: interviewing, using records, and case reporting. To be taken with Student Teaching 215. Prerequisite: Psychology 234.

247—*Psychological Problems of Blindness*—2 sem. hrs. I or II

Nature and needs of the blind child; degree of blindness and its effect on the development of the individual. Effect of parental attitudes on growth and development of the child; methods of working with parents. Evaluation of the ability, achievement and social development of blind children. Educational programs and adjustments for them.

295—*Independent Study in Education and/or Psychology*—
2 to 4 sem. hrs. I or II

Provides opportunity for exceptional students to engage in independent pursuit of special areas, under supervision. Careful planning and evaluation will be required. Open to juniors and seniors who have outstanding records of achievement. Approval of Head of Department of Education and Psychology necessary.

301—*Advanced Educational Psychology*—3 sem. hrs.

Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. Prerequisite: Psychology 115.

311—*Psychology of the Mental Deviate*—3 sem. hrs.

Personality, general behavior patterns, and educational possibilities of mentally deficient and gifted children. Prerequisites: Biological Science 145, and Psychology 115 or Education 108.

321—*Child Psychology*—3 sem. hrs.

Study of available research on the motor, mental, and emotional development, growth of understanding, and personality of children during pre-adolescent and adolescent years; application to problems of guidance.

322—*Learning*—3 sem. hrs.

Experimental data bearing on the problem of human learning; modern theories of learning; an attempt to integrate these theories in a consistent viewpoint of value to the teacher.

325—*Motivation*—2 sem. hrs.

Experimental study of drives, social motives, theories of motivation, practical applications.

340—*Vocational Counseling*—2 sem. hrs.

Accumulating and classifying information about jobs and job opportunities, determining vocational aptitudes, counseling for possible placement.

ENGLISH

English 100, Fundamentals of English, is designed for students who need additional work before entering English 101. English 100 may not be counted toward the 52 semester hours required in general education or the 128 semester hours required for graduation.

English 101, or exemption, is prerequisite to all higher numbered courses

in English, except that English 144, 145, 146, and 163 may be taken concurrently with 101.

Students who select a first or second field in English are advised to choose one or more of the following courses: Education 223, Library 214, Social Science (History) 224, and Speech 141.

GENERAL EDUCATION COURSES

The English requirement in group I is ordinarily met with English 101 and 102. However, if a student is exempted from English 101, or both English 101 and 102, he may choose, to complete 8 semester hours, from the following courses: 144, 145, 146, 161, 215, 219, 231, 233, 244, 252, 253, 255. These may also be used for group V.

FIRST FIELD REQUIREMENTS IN ENGLISH

Courses in English must total 38 semester hours, exclusive of 101. The following specific courses are required: 102 or exemption, 131 or 132 (preferably both), 150, 211 and 212 (or 121), 213 and 214 (or 122), 275.

Not more than 8 semester hours may be elected from these courses: English 163, 165, 166, 260, 261.

FIRST FIELD REQUIREMENTS IN ENGLISH—JOURNALISM

Courses in English and those in other departments specified below must total 46 semester hours, exclusive of 101. The following specific courses are required: 102 or exemption, 131 or 132 (preferably both), 150, 163, 165, 166, 211 and 212 (or 121), 213 and 214 (or 122), 260, 261, 275; Industrial Arts 153.

SECOND FIELD REQUIREMENTS IN ENGLISH

Courses in English must total 27 semester hours, exclusive of 101. The following specific courses are required: 102 or exemption, 121 or 122 (preferably both), 131 or 132 (preferably both), 275.

English 163, 260 and 261 may not be included in the 27 semester hours required.

SECOND FIELD REQUIREMENTS IN JOURNALISM

A student who takes a first field in English may choose a second field in Journalism.

Courses in English and those in other departments specified below must total 28 semester hours. The following specific courses in Journalism are required: English 163, 165, 166, 260, 261; Industrial Arts 153; courses chosen from the following to bring total to 28 semester hours: Business Education 112, 131; Education 331; English 161, 215, 231, 233, 252; Physical Science 175; Social Science 358; Speech 123, 160, 261.

A minimum of 50 semester hours in English courses must be completed in the combination of first field in English and second in Journalism. A minimum of 8 semester hours in courses in departments other than English must be completed in this combination.

COURSES IN ENGLISH

100— <i>Fundamentals of English</i> —3 sem. hrs.	I or II
The essentials of the English sentence—spelling, basic grammar, punctuation, and diction. Required of students whose entrance tests show a need for review of the mechanics of writing. May not be used toward the 52 semester hours required in general education, the 128 semester hours required for graduation, or a first or second field in English.	
101— <i>Language and Composition</i> —4 sem. hrs.	I or II
Review of grammar and mechanics. Sentence and paragraph structure. Short themes and one simple research paper. Wide reading of contemporary prose. Required of all students except those exempted by proficiency test. Does not count toward a first or second field in English.	
102— <i>Literature and Composition</i> —4 sem. hrs.	I or II
Extensive reading of fiction, drama, and poetry. Frequent short themes and one long critical paper. Required of all students except those exempted by proficiency test.	
121— <i>Survey of English Literature</i> —3 sem. hrs.	I
English literature from its beginnings through the eighteenth century. Students who have had English 211 or 212 may not take this course for credit.	
122— <i>Survey of English Literature</i> —3 sem. hrs.	II
English literature of the Romantic, Victorian, and later periods. Students who have had English 213 or 214 may not take this course for credit.	
131— <i>American Literature</i> —3 sem. hrs.	I or II
Survey of American literature to 1855.	
132— <i>American Literature</i> —3 sem. hrs.	I or II
Survey of American literature from 1855 to 1914.	
144— <i>Introduction to Fiction</i> —2 sem. hrs.	I or II
Wide reading of modern novels and short stories. Frequent critical papers. Does not use material studied in English 102.	
145— <i>Introduction to Drama</i> —2 sem. hrs.	I or II
Wide reading of modern plays. Frequent critical papers. Does not use material studied in English 102.	
146— <i>Introduction to Poetry</i> —2 sem. hrs.	I or II
Wide reading of modern British and American verse. Frequent critical papers. Does not use material studied in English 102.	
150— <i>Ancient Literature</i> —3 sem. hrs.	I or II
Selected readings in ancient Greek, Roman, and Oriental literatures in translation, studied for an appreciation of their contributions to modern culture. Students who have had English 254 may not take this course for credit.	
161— <i>Advanced Exposition</i> —2 sem. hrs.	I or II
Extensive writing based on interests of students. One research paper.	
163— <i>History and Principles of Journalism</i> —3 sem. hrs.	I
History and development of journalism in the United States, with special attention to leading journalists in the past. Survey of the entire field of journalism today with emphasis upon desirable journalistic standards and the place of journalism in modern education.	

165— <i>Elementary Reporting</i> —3 sem. hrs.	I or II
Introduction to the technique of the news story and to the duties and responsibilities of the reporter. Students do a limited amount of reporting for <i>The Vidette</i> , and by the end of the term are qualified to assume the duties of staff reporters.	
166— <i>Advanced Reporting</i> —3 sem. hrs.	I or II
Practical course in which students review their work of the previous semester, study feature writing, and serve as reporters upon <i>The Vidette</i> . Prerequisite: English 165 or equivalent.	
171— <i>Literature for the Elementary School</i> —3 sem. hrs.	I or II
Prose and verse for kindergarten and the eight grades. Selections from folk and modern literature, both fanciful and realistic, and emphasis upon well-known materials. This course is also offered as Library 171. Students who have had Folk Literature for Children 102 may not take this course for credit.	
193— <i>English Workshop</i> —1-6 sem. hrs.	I or II
See page 160 for description.	
211— <i>English Literature to 1600</i> —3 sem. hrs.	I
Anglo-Saxon poetry, stressing <i>Beowulf</i> ; Middle English literature, with emphasis on the poetry of Chaucer; contributions of major writers of the English Renaissance, except Shakespeare, to new literary forms. Students who have had English 121 may not take this course for credit.	
212— <i>English Literature 1600-1780</i> —2 sem. hrs.	II
Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson. Students who have had English 121 may not take this course for credit.	
213— <i>English Literature 1780-1830</i> —2 sem. hrs.	I
Major writers of the Romantic Movement in England, especially Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention to the literary and philosophic influences of the period. Students who have had English 122 may not take this course for credit.	
214— <i>English Literature 1830-1900</i> —3 sem. hrs.	II
Literature of the Victorian Period with some reference to social, political, and philosophical trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had English 122 may not take this course for credit.	
215— <i>English Literature Since 1900</i> —2 sem. hrs.	I
Major English writers of the twentieth century with attention to contemporary trends in thought and expression.	
219— <i>Shakespeare</i> —3 sem. hrs.	I or II
Representative comedies, histories, and tragedies studies in chronological order. Attention to the period of Shakespeare and to the development of his art.	
231— <i>American Literature Since 1914</i> —2 sem. hrs.	II
Contemporary trends in thought and in the expression of current problems.	
233— <i>Creative Writing</i> —2 sem. hrs.	II
Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by student's individual interests.	
241— <i>Growth and Structure of the English Language</i> —2 sem. hrs.	I or II
To help teachers meet current problems in spelling, grammar, usage, and vocabulary. Students who have had English 141 may not take this course for credit.	
244— <i>The Novel</i> —2 sem. hrs.	II
The novel in English with emphasis on the nineteenth and twentieth centuries. Students who have had English 144 may not take this course for credit.	

252— <i>Recent World Literature</i> —3 sem. hrs.	I
Wide reading of foreign literature in translation, especially fiction, of the past one hundred years.	
253— <i>Literature of the Bible</i> —2 sem. hrs.	II
Non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Old Testament.	
254— <i>World Literature</i> —3 sem. hrs.	I or II
Independent reading of significant books in classical, oriental, and modern literatures to deepen the student's cultural background and help him appreciate other civilizations. Designed for students not majoring in English. Students who have had English 150 may not take this course for credit.	
260— <i>The High-School Annual</i> —2 sem. hrs.	I
Theoretical study of editorial and business problems of the high-school annual—staff organization, graphic reproductions, photography, layout, advertising, circulation, budgeting, materials, editorial problems, and art themes. Examination of high-school annuals at the various cost levels.	
261— <i>Editorial Problems</i> —3 sem. hrs.	I or II
Practical study of the problems involved in editing a school newspaper. Special attention to editorial writing, copy reading, proofreading, headline writing, newspaper make-up, graphic reproduction, and advertising. Prerequisite: English 165.	
271— <i>Literature for Lower Grades</i> —3 sem. hrs.	I or II
Traditional fairy and folk tales, myths, legends, and fables, and modern fanciful and realistic stories for kindergarten-primary grades. Also offered as Library 271. Does not repeat materials of English 171. Students who have had English 202 may not take this course for credit.	
272— <i>Literature for Upper Grades</i> —3 sem. hrs.	I or II
Literature especially selected for middle and upper grades. Also offered as Library 272. Does not repeat materials of English 171.	
273— <i>Verse for Children</i> —3 sem. hrs.	I or II
Verse for use in the kindergarten and eight elementary grades. Students who have had English 203 may not take this course for credit.	
275— <i>English Grammar</i> —3 sem. hrs.	I or II
Historical and descriptive study of the sentence and its parts to give the student background for teaching accepted usage in language, punctuation, sentence structure, and essential grammar.	
276— <i>Literature for the High School</i> —2 sem. hrs.	I or II
The thoughtful consideration of literature for use in secondary school English programs. Criteria for selection. Acquaintance with the professional literature of the field.	
277— <i>Language and Composition in the Secondary School</i> —2 sem. hrs.	I or II
The teaching of oral and written composition in the junior and senior high school. Emphasis on devices for improving pupil vocabularies, diction, and mechanics. Reading of professional literature in the field.	
278— <i>Language Arts for the Elementary School</i> —2 sem. hrs.	I or II
Guidance for the elementary teacher in devising experiences in thinking, speaking, writing, and listening. Ways of improving pupils' vocabularies, usage, spelling, and mechanics of writing. Development of criteria for pupil selection of books, magazines, movies, and radio programs. Acquaintance with the professional literature of the field.	
293— <i>English Workshop</i> —1-6 sem. hrs.	I or II
Same as English 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.	

301—Development of the English Language—3 sem. hrs.

Historical approach to the development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends. Designed to help the high-school teacher discover the reasons behind the meanings and forms of modern words.

325—Nineteenth-Century English Prose—2 sem. hrs.

Chief prose writers of the century and their contribution to the thought of the present time.

330—Nineteenth-Century American Literature—2 sem. hrs.

Concentration upon the great literary figures to the middle of the century, especially those usually taught in high school—Poe, Hawthorne, Emerson, Melville, Longfellow, and Whitman. Designed to show how these men represent important movements in American life and thought.

331—Twentieth-Century American Literature—2 sem. hrs.

Wide reading in the work of recent American authors in an attempt to see directions in American thought and expression.

334—Literature of the Midwest—2 sem. hrs.

Designed to acquaint teachers with the chief writers of the Midwest area.

347—Recent Research in the Teaching of the Language Arts—2 sem. hrs.

Critical study of current practice and research in the teaching of the language arts in the elementary school.

348—Problems in the Teaching of English—2 sem. hrs.

Critical examination of current practice and research in the teaching of language, literature, and composition in the high school. Designed to aid the teacher in meeting individual problems.

351—European Literature 1200-1850—3 sem. hrs.

II

Selections from major European authors including Dante, Cellini, Montaigne, Cervantes, Moliere, Rousseau, Voltaire, and Goethe. A continuation of English 150.

FRENCH

Students who have had only one year of high school French begin with French 111; those with two years begin with French 115.

Credit is not given for French 111 unless French 112 is completed.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in French: 111, 112, 113, 115, 116.

FIRST FIELD REQUIREMENTS IN FRENCH

Courses in French must total 30 to 32 semester hours, depending on whether high school French is accepted in lieu of French 111 and 112. The following specific courses are required: 111, 112, 115, 116.

SECOND FIELD REQUIREMENTS IN FRENCH

Courses in French must total 22 to 24 semester hours, depending on whether high school French is accepted in lieu of French 111 and 112. The following specific courses are required: 111, 112, 115, 116.

COURSES IN FRENCH

111 and 112—*First-Year French*—Each 4 sem. hrs. I and II
 Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

113—*First-Year French*—8 sem. hrs. Summer only
 Intensive course in beginning French, completing a year's work in eight weeks. Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

115 and 116—*Second-Year French*—Each 4 sem. hrs. I and II
 Class reading of short stories, plays, novels, and essays. Grammar review, oral and written composition. Prerequisite: French 112, or 113, or two years of high-school French.

203—*French for the Elementary School*—8 sem. hrs. Summer only
 Intensive course, requiring the full time of the student for eight weeks. Review of pronunciation and intonation; practice in conversation; speech patterns; songs, rhymes, and games; basic principles of modern language teaching in the elementary school; planning the work in French. Prerequisite: French 112 or 113, or two years of high-school French.

211 and 212—*Modern French Novel*—Each 2 sem. hrs. I and II
 Class and collateral reading of the novel of the nineteenth and twentieth centuries. Prerequisite: French 116.

213—*French Short Story*—3 sem. hrs. Summer only
 Representative short stories of the nineteenth and twentieth centuries. Class conducted in French. Prerequisite: French 116.

215 and 216—*Modern French Drama*—Each 2 sem. hrs. I and II
 Class and collateral reading of the drama of the nineteenth and twentieth centuries. Prerequisite: French 116.

217—*Civilisation française*—2 sem. hrs. I
 French people and institutions as background for the French teacher. Prerequisite: French 116.

221—*Survey of French Literature*—3 sem. hrs. I
 French literature from the earliest times through the seventeenth century. Class reading of seventeenth-century masterpieces. Prerequisite: French 116.

222—*Survey of French Literature*—3 sem. hrs. II
 French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading in nineteenth-century poetry. Prerequisite: French 116.

231—*Advanced Composition and Conversation*—3 sem. hrs. I
 Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages. Prerequisite: French 116.

232—*French Lyric Poetry*—3 sem. hrs. II
 Reading of French Lyrics from the 16th century to the present; study of the schools of poetry; *explication de texte*. Oral reading. Prerequisite: French 116.

GEOGRAPHY

(Including Geology)

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Geography: 101, 111, 112, 115, 116, 125, 219. For group V, Geography 103, 201, 205, 209, 212, 214, 215, 217, 220, 225.

FIRST FIELD REQUIREMENTS IN GEOGRAPHY

Courses in Geography must total 32 semester hours. The following specific courses are required: 111, 112, 113, 115, 116, 201, 224, and 295. Students must take a minimum of eight hours in regional geography courses.

SECOND FIELD REQUIREMENTS IN GEOGRAPHY

Courses in Geography must total 22 semester hours. The following specific courses are required: 111, 113, 115, 116, 201.

SECOND FIELD REQUIREMENTS IN GENERAL SCIENCE

A student who has a first teaching field in Geography may elect this second field by taking the following 23 semester hours: Biological Science 113, 114; Physical Science 142, 152, 274.

COURSES IN GEOGRAPHY

101—*Introduction to Earth Science*—3 sem. hrs.

I and II

A survey of the features of the physical environment. Designed to develop an understanding of the earth as the home of man.

103—*Geography of the Peoples of the World*—3 sem. hrs.

I and II

A regional study of the peoples of the world based upon the various culture patterns as related to earth environment. Not recommended for students with a first or second field in Geography.

111—*Physical Geology*—4 sem. hrs.

I and II

The significance of geologic processes in operation on and beneath the surface of the earth. Consideration of oceanic and atmospheric phenomena. Special attention to study of rocks, minerals, and soil formation. One-half day field trip required.

112—*Historical Geology*—4 sem. hrs.

II

Consideration of the origin and structure of the earth. History of the earth as revealed by the rock strata, and the evolution of plant and animal life as shown by fossils. Practical experience with topographic maps and geologic folios. A one-day field trip is required. Prerequisite: Geography 111.

113—*Economic Geography*—3 sem. hrs.

I or II

Occupations of man as related to the earth environment. The production and distribution of the leading commodities. Chief routes of trade and transportation as related to areas of production and markets.

115—*Weather*—2 sem. hrs.

I

Analysis of the atmosphere, weather elements, instruments and techniques of weather observations, weather charting, coding and forecasting. Practical experience with daily U. S. Weather Bureau maps.

116—*Climate*—2 sem. hrs.

II

Climatic elements and controls. Types of climate, climatic regions and local climates. Settlement and land utilization in relation to climate. Prerequisite: Geography 115.

118— <i>Maps in Education</i> —2 sem. hrs.	I or II
Role of maps in the classroom. Exercises in map reading, examination of map types, and elementary map reproduction. Techniques of map purchasing for classroom use.	
121— <i>Conservation Clinic</i> —1 sem. hr.	Summer only
An intensive week of field and classroom work in conservation.	
125— <i>Earth in Space</i> —2 sem. hrs.	I and II
Earth and sun relations: rotation, revolution, insolation, seasons, and associated phenomena. Moon, stars, and constellations.	
193— <i>Geography Workshop</i> —1-6 sem. hrs.	I or II
See page 160 for description.	
201— <i>Geography of the United States</i> —3 sem. hrs.	I and II
Survey of the major regions of the United States in terms of contemporary physical, cultural and natural resource patterns. Emphasis upon land use associations in both rural and urban areas.	
205— <i>Geography of Canada and Alaska</i> —2 sem. hrs.	I or II
Survey of natural regions; resources, economic activities, settlement patterns, interregional and international relations.	
209— <i>Geography of the Pacific Islands</i> —2 sem. hrs.	I or II
Physical patterns, natural resources, current problems, and strategic importance. Interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people.	
212— <i>Geography of Illinois</i> —2 sem. hrs.	I or II
Regional approach to the study of the State of Illinois. Agricultural, mineral and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included.	
213— <i>Historical Geography of the United States</i> —2 sem. hrs.	I or II
A survey of the geography of earlier times. Emphasis on exploration and initial settlement in distinctive regions of the United States.	
214— <i>Geography of Soviet Russia</i> —2 sem. hrs.	I or II
Regional study of the Soviet Union with its mineral resources, industrialization, agriculture, and forest industries.	
215— <i>Geography of Latin America</i> —3 sem. hrs.	I or II
A survey of Latin America with emphasis on the contemporary scene. Characterization of individual countries with recognition of the economic and commercial importance of each.	
216— <i>Elements of Political Geography</i> —3 sem. hrs.	I or II
An introduction to the physical, cultural, and economic elements of political geography. A review of selected contemporary world problems with emphasis on geographic backgrounds. A consideration of the contribution of geography to a study of current affairs.	
217— <i>Geography of Europe</i> —3 sem. hrs.	I or II
Europe based upon regions. Present importance and possible future of each in the light of geographic conditions. Attention to the present nations of Europe, their relationships to each other and to the United States.	
219— <i>Conservation of Natural Resources</i> —3 sem. hrs.	I or II
The distribution, utilization, and conservation of the forest, grazing, water, soil, and mineral resources of the United States. Consideration of resources in relation to the national economy.	

220— <i>Geography of Asia</i> —3 sem. hrs.	I or II
Regional geography emphasizing China, Japan, and India. Problems of the Far East in the light of geographic conditions. Importance of the continent in world affairs.	
224— <i>Readings in Geographic Literature</i> —2 sem. hrs.	I or II
A survey of recent professional publications. Designed primarily to acquaint the student with basic concepts in the field. Opportunity for critical evaluation of different points of view.	
225— <i>Geography of Australia and New Zealand</i> —2 sem. hrs.	I or II
Regional approach. Emphasis upon the population sustaining capacity and economic importance of Australia and New Zealand.	
226— <i>Geography of Africa</i> —2 sem. hrs.	I or II
Regional study of Africa. Emphasis upon the patterns of society as related to the natural environment. The role of Africa in world affairs.	
230— <i>Field Survey of Illinois</i> —3 sem. hrs.	Summer only
A reconnaissance survey of the distinctive regions of Illinois, including the Chicago industrial area, the major agricultural regions, mining districts, various state parks and other areas of special interest. Opportunity for intensive study of local units of occupancy.	
293— <i>Geography Workshop</i> —1-6 sem. hrs.	I or II
Same as Geography 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.	
295— <i>Cartography and Graphics</i> —3 sem. hrs.	I and II
Graphic representation of statistical data. Chief types of graphs and their use on the various maturity levels. Map projections, scales, symbolisms, dot maps, and their use.	
301— <i>Climates of the Continents</i> —2 sem. hrs.	
Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates and climatic classifications.	
303— <i>Techniques of Field Work</i> —3 sem. hrs.	
Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of the time spent in the field doing original study and mapping.	
305— <i>Industrial Geography</i> —3 sem. hrs.	
American industries and their distribution as related to their natural environmental settings. American industries in world patterns.	
307— <i>Geography of South America</i> —3 sem. hrs.	
Intensive study of selected areas, with emphasis on settlement patterns, resources, and inter-regional relations.	
308— <i>Organization of Instructional Materials in Geography</i> —2 sem. hrs.	
Practical experience in selection and organization of geographic materials for instructional purposes. Basic principles and professional techniques. Nature of distinctly geographic understandings. Individual work in area of student's choice.	
310— <i>Foreign Field Surveys</i> —2-8 sem. hrs.	Summer only
Studies of selected rural and industrial districts. Experience with intensive and reconnaissance types of geographic investigation. Emphasis on participation in actual field surveys as an approach to understanding the lands and peoples of various areas of the world.	
312— <i>Problems in Conservation</i> —3 sem. hrs.	
Basic concepts in the field of conservation education. Consideration of land-use problems in land, water, minerals, and forests.	

320—World Population and Resources—3 sem. hrs.

Survey of the peoples of the world, emphasizing patterns of livelihood, and available earth resources. Problems of population growth and food supply.

321—The Middle East—3 sem. hrs.

Survey of the lands and peoples of southern and southeastern Asia. Consideration of resource and population patterns of individual, regional, and political units.

322—The Far East—3 sem. hrs.

Detailed development of the lands and peoples of eastern Asia with special emphasis on China, Japan, and the Philippine Islands. Role of the Far East in the economic and trade patterns of the world.

323—Western Europe—3 sem. hrs.

A regional and economic development of the British Isles and continental Europe. Intensive investigations of resource, industrial, agricultural, and population patterns of Europe. Illustrated local units of occupancy.

GERMAN

Students who have had only one year of high school German begin with German 111; those with two years begin with German 115.

Credit is not given for German 111 unless German 112 is completed.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in German: 111, 112, 113, 115, 116.

FIRST FIELD REQUIREMENTS IN GERMAN

Courses in German must total 30 to 32 semester hours, depending on whether high school German is accepted in lieu of German 111 and 112. The following specific courses are required: 111, 112, 115, 116.

SECOND FIELD REQUIREMENTS IN GERMAN

Courses in German must total 22 to 24 semester hours, depending on whether high school German is accepted in lieu of German 111 and 112. The following specific courses are required: 111, 112, 115, 116.

COURSES IN GERMAN

Note: Of the following courses, German 111 and 112 will be offered in 1959-60, and additional courses to complete first or second teaching fields will be taught only if demands warrant such offerings.

111 and 112—*First-Year German*—Each 4 sem. hrs. I and II
 Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

113—*First-Year German*—8 sem. hrs. Summer only
 Intensive course in beginning German, completing a year's work in eight weeks. Pronunciation; essentials of grammar; reading of material of graded difficulty; exercises in hearing, speaking, and writing simple German.

115 and 116—*Second-Year German*—Each 4 sem. hrs. I and II
 Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition. Prerequisite: German 112 or two years of high-school German.

211 and 212—*Modern German Novel*—Each 2 sem. hrs. I and II
 Rapid reading in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. Prerequisite: German 116.

215 and 216—*Modern German Drama*—Each 2 sem. hrs. I and II
 Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. Prerequisite: German 116.

221 and 222—*Survey of German Literature*—Each 3 sem. hrs. I and II
 Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. Prerequisite: German 116.

HEALTH AND PHYSICAL EDUCATION

GENERAL EDUCATION COURSES

To meet the requirements of Recreational Activities in group IV, students may take any courses numbered 101 to 150, except 122.

MEN: FIRST FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 37 semester hours. The following specific courses are required: 151, 152, 153, 154, 181, 182, 183, 231, 241, 242, 282. It is recommended that one semester hour in folk and social dance be completed.

MEN: SECOND FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 24 semester hours. The following specific courses are required: 151, 152, 181, 182, 183, 231, 241, 242.

WOMEN: FIRST FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 37 semester hours. The following specific courses are required: 120, 122, 123, 155, 156, 157, 158, 160, 181, 182, 222 or 223, 235, 241, 242, 260, 282, 283, 290.

WOMEN: COMPREHENSIVE FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

A second teaching field is not necessary with the comprehensive field. Courses in Health and Physical Education must total 50 semester hours. The following specific courses are required: 120, 122, 123, 155, 156, 157, 158, 160, 180, 181, 182, 222, 223, 235, 236, 241, 242, 260, 282, 283, 290.

WOMEN: SECOND FIELD REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 22 semester hours. The following specific courses are required: 120, 155, 156, 157, 158, 160, 222 or 223, 235, 236, 241, 242, 260.

MEN AND WOMEN: SECOND FIELD REQUIREMENTS IN DANCE EDUCATION

Courses must total 22 semester hours. Related electives, selected from at least two fields outside of first teaching field, should be approved by the Head of the Department of Health and Physical Education for Women.

For women with a first field in health and physical education the following specific courses are required: 124 or 125, 261, a minimum of 5 hours elected from dance courses beyond those required for the first field, and 13 hours of guided electives in related fields.

For all other students the following specific courses are required: 120 or 121, 122, 123, 124 or 125, 160, 181, 182, 261, 282, and 4 hours of approved electives in related fields.

**COURSES IN HEALTH AND PHYSICAL EDUCATION—
MEN AND WOMEN**

Courses for men only are designated with an M after the course title. Courses for women only are designated with a W after the course title. Where no designation is made, courses are offered for both men and women.

Recreational Activities courses required for all students for general education may be chosen from courses numbered 101 to 150, except 122.

101—Tennis—M—½ sem. hr. I or II
Beginning course in tennis stressing individual skills.

102—Tennis—M—½ sem. hr. I or II
Advanced course in tennis with emphasis on singles and doubles play. Open only to those who have completed Health and Physical Education 101 or its equivalent in playing experience.

103—Badminton—M—½ sem. hr. I or II
Practical course in badminton arranged primarily for the beginning player.

105—Archery—M—½ sem. hr. I or II
Beginning course in archery stressing individual skills.

107— <i>Volleyball</i> —M—½ sem. hr.	I or II
Practicing the fundamentals of individual and team play.	
109— <i>Golf</i> —M—½ sem. hr.	I or II
Practical course in golf arranged primarily for the beginning player.	
111— <i>Beginning Stunts and Tumbling</i> —½ sem. hr.	I or II
Training in gymnastics, apparatus, stunts, and tumbling.	
112— <i>Advanced Stunts and Tumbling</i> —½ sem. hr.	I or II
Advanced training in gymnastics, apparatus, stunts and tumbling. Prerequisite: Health and Physical Education 111.	
113— <i>Softball</i> —M—½ sem. hr.	I or II
Practicing the fundamentals of individual and team play.	
114— <i>Soccer</i> —M—½ sem. hr.	I or II
Emphasis is upon the play of the individual and development of individual skills.	
115— <i>Beginning Wrestling</i> —½ sem. hr.	I or II
Instruction and practice in beginning skills of wrestling.	
116— <i>Social Games for Recreation</i> —M—½ sem. hr.	I or II
Activities for social gatherings and parties, and entertainment for school and community groups. This course may be used as a substitute for recreational activities 119.	
117— <i>Touch Football</i> —M—½ sem. hr.	I
Practice and the development of fundamental skills in football types of games.	
118— <i>Basketball</i> —M—½ sem. hr.	I or II
Emphasis is upon the play of the individual and development of individual skills.	
119— <i>Adapted Recreational Activities</i> —M—½ sem. hr.	I or II
Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.	
120— <i>Folk and Social Dance</i> —1 sem. hr.	I or II
Development of knowledge and skill in folk and national dances, American country dances, and social dancing. Cultural influences in the folk arts.	
121— <i>Advanced Folk and Square Dance</i> —1 sem. hr.	I or II
Participation in a variety of advanced folk, national, round, and square dances for schools and adult recreational groups. Opportunities for practice in square dance calling. Knowledge and appreciation of cultural influences on folk and square dance. Prerequisite: Health and Physical Education 120.	
122— <i>Dance for the Elementary School</i> —1 sem. hr.	I or II
Development of knowledge and skill in teaching rhythmic activities for elementary-school children. Observation of children's rhythms classes.	
123— <i>Elements of Modern Dance</i> —1 sem. hr.	I or II
Basic movement vocabulary with exploration in movement sequences. Individual and group studies in elements of composition. Emphasis on kinesthetic awareness of movement.	
124— <i>Dance Choreography</i> —1 sem. hr.	I or II
More advanced techniques with special emphasis on the development of movement themes as motivated by specific content. Understanding the use of art principles in choreography and accompaniment. Prerequisite: Health and Physical Education 123.	

125—Dance Composition and Production—1 sem. hr. I or II

Experience in several forms of group and individual composition in dance, including a study of elements of production: choreography, costume, lighting and stage design; utilization of varied types of accompaniment. Prerequisite: Health and Physical Education 123.

127—Beginning Swimming—1 sem. hr. I or II

For non-swimmers and beginners who must be in shallow water. Special attention to individual needs.

128—Beginning Swimming (continued)—1 sem. hr. I or II

Continued instruction for beginners not yet skilled enough for deep water. Prerequisite: Health and Physical Education 127.

129—Intermediate Swimming and Diving—1 sem. hr. I or II

For deep water swimmers to learn and develop skill in elementary diving and front crawl, back crawl, side stroke and breast stroke. Opportunity to earn Red Cross Intermediate and Swimmers certificates.

130—Advanced Swimming and Diving—1 sem. hr. I or II

For the advanced swimmer to refine basic strokes and learn advanced strokes, diving, and to increase endurance. Introduction to synchronized swimming.

131—Life Saving and Water Safety—1 sem. hr. I or II

Work leading to certification by Red Cross. For deep water swimmers only.

133—Selected Experiences—W—1 sem. hr. I or II

Individual, dual, and team sports; body mechanics; tumbling and apparatus, and other activities selected according to student interests, needs and proficiencies.

135—Tennis and Volleyball—W—1 sem. hr. I

Fundamental skills, knowledge, and strategy of tennis and volleyball.

136—Body Mechanics and Softball—W—1 sem. hr. II

Understanding of principles and practice in movements involved in daily activities. Knowledge and basic skills of softball.

137—Archery and Badminton—W—1 sem. hr. I

Fundamental skills and knowledges of archery and badminton.

138—Recreational Games and Golf—W—1 sem. hr. II

Basic skills and knowledge of golf and such recreational sports as aerial darts, deck tennis, shuffleboard, and table tennis.

139—Field Hockey and Basketball—W—1 sem. hr. I

Knowledge, skills and team strategy of field hockey and basketball.

140—Adapted Recreational Activities—W—1 sem. hr. I or II

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

141—Advanced Wrestling—M—½ sem. hr. I or II

Instruction and practice in the advanced skills and techniques of wrestling. Prerequisite: Health and Physical Education 115.

142—Weight Lifting—M—½ sem. hr. I or II

Beginners course in weight lifting stressing fundamentals and variety of experiences for body conditioning and improvement.

151 and 152—*Physical Education Activities*—M—2 sem. hrs. I and II
 Basic seasonal developmental activities.

153 and 154—*Physical Education Activities*—M—2 sem. hrs. I and II
 Continuation of Health and Physical Education 151 and 152, extending the student's knowledge and skill in a wider variety of activities.

155 and 156—*Physical Education Activities*—W—2 sem. hrs. I and II
 Development of fundamental skills in individual and team activities.

157 and 158—*Physical Education Activities*—W—2 sem. hrs. I and II
 Continuation of Health and Physical Education 155 and 156, extending the student's knowledge and skill in a wider variety of activities.

160—*Fundamentals of Rhythm*—2 sem. hrs. I
 Development of fundamental skills in rhythmic activities, including a study of the analysis of rhythmic forms. Prerequisite: Health and Physical Education 120.

172—*Camp Leadership*—2 sem. hrs. I or II
 Experience in woodcraft skills, crafts, outdoor cookery, overnight trips, and other basic camp craft skills. Training for camp counselorships.

173—*Introduction to Recreation*—3 sem. hrs. I or II
 Background, development, scope, and present status of recreation. Standards, problems, and relationships involved in public, private, and coordinated school-community programs. Survey, analysis, and evaluation of resources including areas, facilities, and leadership. The program; methods of organizing and conducting group activities.

174—*School-Community Recreation*—3 sem. hrs. I or II
 Special problems in the development of school and community recreation. Practical work with such activities as games, party and outing events, crafts with simple materials, group singing, story-telling, hobby interests, and other leisure pursuits. Practical work in planning and conducting recreation. Prerequisite: Health and Physical Education 173.

180—*First Aid*—2 sem. hrs. I or II
 Includes prevention and care of accidents and illness in the home, school, and community. Students successfully completing this course will receive standard and advanced Red Cross certificates.

181—*Anatomy and Physiology*—3 sem. hrs. I or II
 The gross structure and the physiology of the human body.

182—*Anatomy and Physiology*—3 sem. hrs. I or II
 A continuation of Health and Physical Education 181. Prerequisite: Health and Physical Education 181.

183—*Introduction to Physical Education*—M—2 sem. hrs. I or II
 A survey course directed toward a basic understanding of the function of physical education in public schools and the elements involved in the professional preparation of teachers.

192—*Methods and Materials in Physical Activities*—W—3 sem. hrs. Summer only
 Techniques of playing, teaching, and officiating team and individual sports. Planned primarily for the untrained teacher in physical education.

193—*Health and Physical Education Workshop*—
 1-6 sem. hrs. I or II
 See page 160 for description.

201— <i>Sports Officiating</i> —M—2 sem. hrs.	I
Instruction and practice in officiating at athletic contests in football, cross country, and other seasonal sports. Prerequisite: Health and Physical Education 153 and 154.	
202— <i>Sports Officiating</i> —M—2 sem. hrs.	II
Instruction and practice in officiating at athletic contests in basketball, baseball, and other seasonal sports. Prerequisite: Health and Physical Education 153 and 154.	
203 and 204— <i>Officiating</i> —W—1 sem. hr.	I and II
Instruction and practice in officiating activities offered in the intramural program. Ratings will be conducted by the local board of women officials and certification to all who qualify will be granted by the national boards: the United States Field Hockey Association Umpiring Committee and the Women's National Officials Rating Committee.	
205— <i>Football Coaching</i> —M—3 sem. hrs.	I
Professional preparation of coaches in football.	
206— <i>Baseball Coaching</i> —M—3 sem. hrs.	II
Professional preparation of coaches in baseball.	
207— <i>Basketball Coaching</i> —M—3 sem. hrs.	I
Professional preparation of coaches in basketball.	
208— <i>Track and Field</i> —M—3 sem. hrs.	II
Professional preparation of coaches in track and field.	
221— <i>Physical Education for Elementary Schools</i> —3 sem. hrs.	I or II
Factors essential to program planning in physical education on the elementary level. This course is arranged primarily to aid teachers in service to meet the problems involved in planning the elementary physical education program. Students who have completed Health and Physical Education 222 or 223 may not take this course for credit. Offered in extension class.	
222— <i>Physical Education for Lower Grades</i> —2 sem. hrs.	I or II
Factors essential to program planning in physical education in grades one through four. Types and gradations of activities; some participation in activities and in teaching.	
223— <i>Physical Education for Upper Grades</i> —2 sem. hrs.	I or II
Factors essential to program planning in physical education in grades five through eight. Types and gradations of activities; some participation in activities and in teaching.	
224— <i>Physical Education for Junior High Schools</i> —2 sem. hrs.	I or II
Factors essential to program planning in physical education for the junior high school. Types and gradations of activities included.	
230— <i>The Aquatic Program</i> —W—2 sem. hrs.	II
Analysis of swimming skills and methods of teaching aquatic activities in beginning, intermediate, and advanced classes; organization and administration of the swimming program; supervision of pool and waterfront. Prerequisite: Swimmers rating certified by Head of Department.	
231— <i>Intramural Management</i> —M—3 sem. hrs.	I and II
Practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program.	
235 and 236— <i>Participation in Teaching Techniques</i> —W—1 sem. hr.	I and II
Introduction to teaching techniques through directed observation and participation. Prerequisite: Health and Physical Education 157 and 158 or concurrent registration.	

240—History of Physical Education—2 sem. hrs. I or II
The relationship, from ancient to modern times, between physical education and factors in society: economic, political, social, educational, and religious.

241—Organization and Administration of Physical Education—
3 sem. hrs. I or II
Factors essential to the administration and program development of physical education in elementary and secondary schools.

242—Principles of Physical Education—2 sem. hrs. I or II
Basic biological, sociological, and psychological facts and principles underlying physical education; aims and objectives of physical education and its place in American life.

245—Physical Education for Handicapped Children—
2 sem. hrs. I or II
Materials and methods for those planning to direct the recreational program of handicapped children and adolescents. Activities appropriate for various age levels and various types of handicap. Planned primarily for teachers of exceptional children and physical education.

246—Camp Experience with Physically Handicapped—
1, 2 or 3 sem. hrs. Summer only
Actual experience as a counselor in a summer camp for physically handicapped children. Conferences and discussions on planning the child's day; general organization of activities camp equipment and program. Prerequisite: Approval of the Directors of the Divisions of Special Education and Health and Physical Education.

247—Swimming for Handicapped Children—1 sem. hr. I or II
Study of adaptations in techniques of swimming for handicapped children. Actual experience will be provided in cooperation with the Red Cross in teaching swimming to the handicapped children in the community. Must have Water Safety certificate.

260—Dance Techniques—W—2 sem. hrs. I or II
Selection of materials for teaching various types of dance; a study of progression in teaching each type; grade placement; practice in perfecting dance techniques. Prerequisite: Health and Physical Education 160.

261—History of Dance—3 sem. hrs. I or II
History and development of dance as a cultural medium from primitive times to the present. Understanding of the function of dance in education, and the philosophies and social changes underlying current trends in theatrical and social forms of dance.

280—Instructor's First Aid—2 sem. hrs. I or II
Open to seniors who have completed the American Red Cross Standard and Advanced first aid courses. Prerequisite: Health and Physical Education 180.

282—Kinesiology—3 sem. hrs. I or II
Analysis of human motion based on anatomic and mechanical principles. Application of these principles in the teaching of physical education activities. Prerequisite: Health and Physical Education 181 and 182.

283—Body Mechanics and Corrective Procedures—2 sem. hrs. I or II
Methods, materials, and activities appropriate for the body mechanics and adapted physical education program in elementary and secondary schools. Prerequisite: Health and Physical Education 282.

284—*Diagnosis and Treatment of Athletic Injuries*—M—2 sem. hrs. II

Designed to familiarize the coach with the symptoms of common athletic injuries, their immediate treatment and care. Prerequisite: Health and Physical Education 182.

285—*Rehabilitation of the Physically Handicapped*—2 sem. hrs. I

Special services, equipment, and activities used in the rehabilitation of physically-handicapped children. Case studies, observation, and demonstration. Prerequisite: Biological Science 246.

290—*Evaluation of Motor Performance*—3 sem. hrs. I or II

Analysis of motor performance, using subjective ratings and achievement tests. Construction and evaluation of knowledge tests.

293—*Health and Physical Education Workshop*—

1-6 sem. hrs. I or II

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

300—*Selected Studies in Health and Physical Education*—1-6 sem. hrs.

Current problems in the field of health and physical education intensively studied to aid the physical education instructor or athletic coach in adjusting to changing needs of elementary or secondary schools.

301—*Evaluation Techniques in Physical Education*—3 sem. hrs.

Historical background of measurement in physical education; selection and evaluation of available measures; statistical techniques commonly used in physical education; construction and uses of tests; administering the testing program; interpretation and application of results.

302—*Teaching of Physical Education in the Elementary School*—

2 sem. hrs.

Consideration of the underlying principles and purposes of physical education in the conduct of the elementary school program. Critical analysis of teaching materials and techniques for the classroom teacher.

304—*Teaching of Sports Activities*—2 sem. hrs.

Teaching methods, officiating, organization, selection and care of equipment, and safety procedures for selected sports usually taught during the fall and winter months.

305—*Teaching of Sports Activities*—2 sem. hrs.

Teaching methods, officiating, organization, selection and care of equipment, and safety procedures for selected sports usually taught during the spring and summer months.

308—*Teaching of Rhythmic Activities*—2 sem. hrs.

Evaluation of dance methods for elementary and secondary school situations; familiarity and appraisal of sources of dance materials; practice in advanced techniques in dance; possibilities in dance accompaniment; opportunities for teaching various types of dance.

309—*Studies in Dance*—2 sem. hrs.

Kinesiological understanding of movement; theory of dance; creative techniques; progressive experiences in individual and group composition; studies in design, rhythm, and dynamics.

310—*Problems in Dance*—2 sem. hrs.

Current problems in the teaching of dance on all levels, in the administration of dance curricula, in the planning and direction of dance recitals and demonstrations, in the organization and supervision of dance clubs and extracurricular activities.

320—*Organization and Administration of Recreation*—3 sem. hrs.

Factors concerning the organization and administration of a recreation program; course designed to meet the needs of the administrators of town, community, or school recreational programs.

322—Workshop in Recreation and Camping—3 sem. hrs.

Preparation of materials for use in recreation and camping situations; sources for obtaining materials, and information; cooperative work among various departments and organizations. Includes crafts, music, story telling, and dramatics.

324—Camping Administration—2 sem. hrs.

Functions and principles of camp administration in organizational and private camps.

341—Problems in Administration of Sports—3 sem. hrs.

Critical analysis of the current problems that confront the director of physical education in the organization and administration of sports activities with special reference to national, state, and local control.

HOME ECONOMICS

Students who complete a first or comprehensive field in Home Economics take nine semester hours in Biological and Physical Sciences in addition to Biological Science 105, chosen under the direction of the Head of the Department of Home Economics.

Home Economics 110 is not required of students who enter as juniors or seniors.

FIRST FIELD REQUIREMENTS IN HOME ECONOMICS

Courses in Home Economics must total 44 semester hours. The following specific courses are required: 106; 110; six hours of 111, 113, 216; 120; 121 and/or 122; 123; 124; 130; 131; 132; 212; 236; 238; 240; 244; Art 111.

COMPREHENSIVE FIELD REQUIREMENTS IN HOME ECONOMICS

A second teaching field is not necessary with the comprehensive field.

Courses in Home Economics (or related fields, as shown below) must total 56 semester hours. The following specific courses are required: 106; 110; six hours of 111, 113, 216; 120; 121 and/or 122; 123; 124; 130; 131; 132; 211; 212; 231; 235; 236; 238; 240; 244; 250; Art 111. The following courses may be used toward the 56 semester hours required: Art 109, 116, 126, 140, 211; Industrial Arts 122; Social Science 166, 261, 262.

SECOND FIELD REQUIREMENTS IN HOME ECONOMICS

This field emphasizes the area of family-life education. Courses in Home Economics must total 24 semester hours. The following specific courses are required: 106; 111 or 113; 120; 121 or 122; 130; 131; 234; 238.

COURSES IN HOME ECONOMICS

106—*Nutrition*—2 sem. hrs. I or II
 A survey of the nutritional needs of the college student and his family. Includes knowledge of composition of foods to insure wise consumer buying. Parallels or precedes Meal Planning 111. Special section, with laboratory, for students on Elementary and Special Education; emphasis on nutrition in the school lunch program with units suitable at each grade level. Special section, with laboratory, arranged for students taking nurses training; emphasis on fundamental principles of nutrition and dietetics and preparation of meals for the individual and the family.

110—*Introduction to Home Economics*—1 sem. hr. I or II
 Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

111—*Meal Planning*—3 sem. hrs. I or II
 Selection, preparation and service of breakfasts and luncheons for the family. Includes preservation of foods. Planned for students with little or no previous high school courses in meal preparation. Parallels or follows Home Economics 106.

113—*Meal Planning*—3 sem. hrs. I or II
 Selection, preparation, and service of dinners for the family; including nutritive needs, consumer buying, and meal management. Prerequisite: For first and comprehensive field, Home Economics 111.

120—*Introduction to Textiles*—2 sem. hrs. I or II
 Emphasizes the consumer approach to the intelligent judgment of textile products for the home and for the wardrobe; how the current market situation affects values; also the importance of finishes, standardization and labels.

121—*Beginning Clothing*—3 sem. hrs. I or II
 Basic fundamentals of the selection of fabrics and patterns; the interpretation and use of commercial patterns; the basic principles of construction and fitting; work with easy-to-handle textures. For those who have had very little or no experience.

122—*Clothing*—3 sem. hrs. I or II
 Emphasizes the organization and management of a clothing project; wardrobe planning, shopping, expediency of laboratory procedures; construction and fitting; evaluation of ready mades. For those with some experience.

123—*Costume Design*—2 sem. hrs. I or II
 Essentials of design applied to dress. Discriminating judgment in selection of appropriate clothes for wardrobe needs of the individual.

124—*Clothing*—3 sem. hrs. I or II
 Use of more difficult-to-handle fabrics; attention given to detail features. Independence in fitting ability and speed maintaining good standards. Prerequisite: Home Economics 121 and/or 122.

130—*The Child*—3 sem. hrs. I or II
 Prenatal care; the physical, mental, emotional, and social behavior of young children in the home and other situations involving children.

131—*Marriage and the Family*—3 sem. hrs. I or II
 Marriage and the family with emphasis on mate selection, preparation for marriage, legal aspects of marriage and present day family life with emphasis on the home as it affects the development of the family and its individual members.

132— <i>Home Management</i> —3 sem. hrs.	I or II
Principles of management in the home; management of money, time, and energy in relation to family living.	
135— <i>Home Economics Clinic</i> —1 sem. hr.	Summer only
Intensive work within a special area of the teaching of home economics. A student may enroll for credit more than once if the subject matter is not duplicated. See also Education 135.	
211— <i>Nutrition and Dietetics</i> —2 sem. hrs.	I
Principles of nutrition applied to the family. Practice in planning, adjusting and preparing dietaries for specific needs of individuals. Prerequisite: Home Economics 118.	
212— <i>Family Health and Home Nursing</i> —2 sem. hrs.	II
Application of the scientific principles of nutrition to the needs of the child at different ages. Includes a unit in home nursing. Prerequisite: Home Economics 106.	
213— <i>Food Customs Around the World</i> —2 sem. hrs.	II
An appreciation course considering the food customs of other nations and how they have influenced American meal patterns. Includes laboratory preparation.	
216— <i>Food Investigations</i> —3 sem. hrs.	I or II
Opportunity is given the student to do preliminary research into various cookery problems according to needs and interests. Evaluation of present accepted methods is challenged and revised. Prerequisite: Home Economics 111 or 113.	
217— <i>Quantity Cookery</i> —2 sem. hrs.	I
Designed to give experience in the preparation and serving of foods in large quantities, menu planning, food costs, and use of institutional equipment.	
218— <i>School Food Service</i> —2 sem. hrs.	II
Organization, administration, buying, food costs, menu planning, and equipment for special meals and school cafeteria service.	
220— <i>Demonstration Cookery</i> —2 sem. hrs.	II
Development of desirable techniques and standards for the use of the demonstration method of presentation of food preparation. Critical evaluation of individual and team demonstrations suitable for use in teaching, club work and adult education classes. Prerequisite: Home Economics 113.	
221— <i>Tailoring</i> —3 sem. hrs.	I
Suit and coat making, fully lined, using recognized tailoring techniques; emphasizes the complete costume and comparative ready made products. Prerequisite: Home Economics 124.	
222— <i>Problems in Clothing</i> —3 sem. hrs.	II
Economics of clothing; children's clothing, possible refresher experiences of advanced construction experiences including pattern making or draping. Prerequisite: Home Economics 124.	
223— <i>Advanced Textiles</i> —2 sem. hrs.	I
Survey of recent developments in the textile field, particularly the man-made fibers and their products. Attention given to the textile market situation's significance to the consumers. Prerequisite: Home Economics 120.	
231— <i>Family Relationships</i> —2 sem. hrs.	I
Factors that promote satisfaction in democratic family living and the interrelationships of the family and the community. Includes the teaching of Family Relationships in secondary schools.	
234— <i>Home Management Experiences</i> —3 sem. hrs.	I or II
Residence in the Home Management Houses for the purpose of instruction in all phases of home-making responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Required of Home Economics minors and open also to non-home economics students, whose requests to enter the course must be made to the Head of the Department of Home Economics. Prerequisite: Home Economics 111 or 113.	

235—Consumer Economics—2 sem. hrs. I or II

Problems of the consumer in buying goods and services to satisfy needs and wants; methods of improving consumer buying.

236—Home Management House—3 sem. hrs. I or II

Principles underlying management of a home are put into practice during nine weeks residence in the home management house. There is direct experience in management and sharing in the various activities involved in the group living of the student in residence. Prerequisite: Home Economics 111, 113, 181 and 132.

237—Slip Covers and Draperies—2 sem. hrs. II

The selection of effective, smart color and pattern for specific situations with regard to the serviceability of fabric for wear and cleaning. Student furnishes own projects preferably. Prerequisite: Some experience in sewing.

238—Housing and Home Furnishing—3 sem. hrs. I or II

Significance of community planning; recognition of issues considered in determining housing for the American family; room relationship, financing, modern methods and materials. The home environment; its part in developing a satisfactory home with reference to efficiency, beauty, comfort and economy.

240—Household Equipment—2 sem. hrs. I or II

Principles which should guide in the selection, operation, care and convenient arrangement of equipment in the home.

244—Philosophy and Organization of Vocational Home Economics—3 sem. hrs. II

Growth and development of the home economics movement, including vocational legislation, and the philosophy and organization of vocation programs. Includes observation and participation in typical high school and adult home economics classes.

250—Child Development and Guidance—2 sem. hrs. I or II

Significant areas of research as it contributes to the understanding and guidance of child behavior.

301—Evaluation in Home Economics—2 sem. hrs.

Examination of various concepts of evaluation; basic principles involved. Study of methods and techniques. Opportunity to work on individual problems.

304—Household Equipment—2 sem. hrs.

A survey of equipment for the modern home and home economics laboratory. Group and individual experiences with various types of labor-saving equipment.

308—Family and Child Development—3 sem. hrs.

Fundamental and current problems regarding the child and the family. Students will obtain practice in problem solving and committee projects.

312—Advanced Problems in Food Investigation—3 sem. hrs.

A survey of methods used in the experimental study of foods and food preparation. Opportunity for individual and small group investigations.

INDUSTRIAL ARTS

FIRST FIELD REQUIREMENTS IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 37 semester hours. The following specific courses are required: 111; 113 or 114 or 211; 108 or 127; 121; 132;

141; 151; 200 or 262; three courses from 131, 142, 152, 223. At least 8 semester hours must be completed in three of the following areas: drawing, electricity, graphic arts, metals, woods.

COMPREHENSIVE FIELD REQUIREMENTS IN INDUSTRIAL ARTS

A second teaching field is not necessary with the comprehensive field.

Courses in Industrial Arts must total 60 semester hours. The following specific courses are required: 108, 111, 113, 114 or 211, 121, 127, 131, 132, 141, 142, 151, 152, 223, 200 or 262. Related courses in Art and in other departments (approved by the Head of the Department of Industrial Arts) may be included in the 60 semester hours. At least 8 semester hours must be completed in four of the following areas: drawing, electricity, graphic arts, metals, woods.

SECOND FIELD REQUIREMENTS IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 24 semester hours. The following specific courses are required: 111, 113 or 114 or 211, 121, 132, 141, 200 or 262. At least 8 semester hours must be completed in one of the following areas: drawing, electricity, graphic arts, metals, woods.

COURSES IN INDUSTRIAL ARTS

Courses in Industrial Arts are considered in areas as follows: drawing—111, 113, 114, 211, 212; electricity—141, 142, 241, 242; graphic arts—151, 152, 251, 252; metals—131, 132, 231, 232, 233; woods—121, 122, 221, 223, 224, 226.

108—*Structural Design*—2 sem. hrs.

II

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.

111—*Technical Drafting*—3 sem. hrs.

I or II

Study and practice of the fundamental techniques of the different types of projection and projection instruments used in technical drafting.

113—*Developmental Descriptive Geometry*—3 sem. hrs.

I

Specialized drafting methods used in sheet metal layout and in the graphical solution of mathematical and structural problems.

114—*Technical Drafting*—2 sem. hrs.

II

Continuation of Technical Drafting 111 extending the students' knowledge and skills in the development of detail, assembly, and special drawing. Prerequisite: Industrial Arts 111.

121—*General Woodwork*—3 sem. hrs.

I or II

Fundamental principles and practices of woodworking. Special emphasis is put on the analysis and planning of projects.

122—*Furniture Upholstering and Finishing*—3 sem. hrs.

I

Fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

127— <i>Crafts</i> —2 sem. hrs.	I or II
Opportunity for students interested in crafts work to obtain skills and information in the use of hand tools, materials, and processes. Emphasis placed on projects suitable for classroom and recreational activities. Designed to meet the needs of students with no previous school shop experience as well as for students in Industrial Arts.	
131— <i>General Metalwork</i> —2 sem. hrs.	I or II
Basic information, processes, and safety in benchwork, machine work, forging, and heat treatment of metals.	
132— <i>General Metalwork</i> —3 sem. hrs.	I or II
Basic information, processes, and safety in sheet metal, art metal, wrought iron, foundry casting, oxy-acetylene welding, and electric welding.	
141— <i>Applied Electricity</i> —3 sem. hrs.	I or II
Elementary electrical theory followed by laboratory practice. Projects selected for use in teaching and demonstration.	
142— <i>Residential Wiring</i> —3 sem. hrs.	II
Basic information, processes, adequacy, and safety in the planning and installation of residential light and power wiring.	
151— <i>Graphic Arts</i> —3 sem. hrs.	I or II
General survey of the graphic arts industries. Designed for students with teaching fields in art and industrial arts, as well as for experienced teachers in these fields who wish to gain knowledge and skill in certain graphic arts processes. Students who have had Industrial Arts 153 may not take this course for credit.	
152— <i>Graphic Arts</i> —2 sem. hrs.	II
Continuation of Industrial Arts 151. Emphasis on refinement of skills with reference to teaching as a unit in a general shop; projects and units suitable for junior and senior high school work, featuring bookbinding, silk screen printing, layout and lock-up, and related information. Prerequisite: Industrial Arts 151.	
153— <i>Typography</i> —2 sem. hrs.	I
Introduction to practical printing problems, with laboratory work in the printshop. History, classification, and physical characteristics of type, with emphasis upon newspaper composition. Students who have had Industrial Arts 151 may not take this course for credit.	
200— <i>General Shop</i> —3 sem. hrs.	I
Practical experiences in the basic activities, organization and operation of the industrial arts comprehensive general shop. Prerequisite: Eleven semester hours of industrial arts from a minimum of three areas.	
211— <i>Architectural Drafting</i> —4 sem. hrs.	II
The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. Prerequisite: Industrial Arts 111.	
212— <i>Machine Design</i> —3 sem. hrs.	II
General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. Prerequisite: Industrial Arts 114.	
221— <i>Carpentry and Building Construction</i> —3 sem. hrs.	II
Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.	
223— <i>Woodworking</i> —3 sem. hrs.	I or II
Set-up, operation, and care of woodworking machines in case goods construction. Prerequisite: Industrial Arts 121.	

224— <i>General Finishing</i> —2 sem. hrs.	II
Finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.	
226— <i>Cabinet and Furniture Construction</i> —3 sem. hrs.	II
Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. Prerequisite: Industrial Arts 223.	
231— <i>Machine Shop Practice</i> —3 sem. hrs.	I or II
Computing data for, practice in setting up, and operating the lathe, milling machine, shaper, grinder, and drill press; advanced benchwork. Prerequisite: Industrial Arts 131.	
232— <i>Sheetmetal and Welding</i> —2 sem. hrs.	II
Information and practice of an advanced nature in sheetmetal and welding with respect to introducing these areas in the general shop. Prerequisite: Industrial Arts 132.	
233— <i>Machine Shop Practice</i> —3 sem. hrs.	I or II
Machine repair, design, and construction, with special emphasis on set-up computations. Prerequisite: Industrial Arts 231.	
241— <i>Electrical Appliance Repair</i> —2 sem. hrs.	I
Techniques and safe practices with respect to the inspection, maintenance, and repair of electrical appliances and machines. Prerequisite: Industrial Arts 141.	
242— <i>Introduction to Radio Servicing</i> —3 sem. hrs.	II
Continuation of 241. Radio theory followed by laboratory practice in techniques and safety in the maintenance and repair of electronic equipment. Prerequisite: Industrial Arts 141.	
251— <i>Printing</i> —3 sem. hrs.	I
Advanced study of letterpress and offset lithography processes. Special emphasis will be placed on job estimating layout, imposition and lock-up, trade customs, paper and ink manufacture and uses, printing plates, automatic press operation, and photo-lithography plate-making. Prerequisite: Industrial Arts 151 and 152, or 151 and practical experience in printing.	
252— <i>Printing</i> —2 sem. hrs.	II
Linotype operation and maintenance. Arrangements similar to those for Industrial Arts 251. Prerequisite: Practical experience in printing or Industrial Arts 151 and 152.	
262— <i>Problems in Industrial Arts</i> —2 sem. hrs.	II
Problems that confront the teacher of industrial arts in the organization and management of the school shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Prerequisite: Eleven semester hours of industrial arts.	
267— <i>Driver Education</i> —3 sem. hrs.	I or II
Designed to acquaint secondary-school teachers with the available instructional materials in this field of safety education and the methods of presenting such materials in the classroom and in practice driving. Laboratory practice will include psycho-physical tests, basic maneuvers and traffic fundamentals. Open to drivers and learners.	
268— <i>Advanced Driver Education</i> —2 sem. hrs.	II
Objectives, content, organization, and appropriate training techniques for improving the teaching of traffic safety. Prerequisite: Industrial Arts 267.	
269— <i>Principles of Safety Education</i> —3 sem. hrs.	
General safety course designed to acquaint teachers with the hazards of modern life and the various means for promoting safety in the schools and in the community.	

300—*Contemporary Industrial Arts Education*—2 sem. hrs.

Prominent leaders and analysis of trends in industrial arts education.

310—*Industrial Arts in the Elementary School*—2 sem. hrs.

Educational principles underlying industrial arts and their application in the elementary activity program.

321—*Principles of General Shop Organization*—2 sem. hrs.

Organizing and teaching procedures in the multiple-activity shop.

332—*Materials and Methods of Teaching Safety*—2 sem. hrs.

Materials and safety measures appropriate for school, recreation, traffic, and general safety.

LATIN

Students who have had less than two years of high school Latin take Latin 107 and 108; those with two years begin with Latin 111; three years, Latin 112 or 113; and four years, Latin 113.

Credit is not given for Latin 107 unless Latin 108 is completed.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Latin: 107, 108, 109, 111, 112, 114.

FIRST FIELD REQUIREMENTS IN LATIN

Courses in Latin must total 30 to 32 semester hours, depending on what material has been covered in high school Latin. The following specific courses are required: 111, 112, 113, 114.

SECOND FIELD REQUIREMENTS IN LATIN

Courses in Latin must total 22 to 24 semester hours, depending on what material has been covered in high school Latin. The following specific courses are required: 111, 112, 113, 114.

COURSES IN LATIN

107 and 108—*Beginning Latin*—Each 4 sem. hrs.

I and II

The equivalent of the first two years of high-school Latin, planned especially for students who wish to be Latin teachers but had no opportunity for Latin study in high school.

109—*Intensive Latin*—8 sem. hrs.

Summer only

An intensive course in beginning Latin, offering the equivalent of the first two years of high-school Latin in a course on the college level. Stress on the basic fundamentals of language formation and use, together with some etymological studies and civilization materials in order to enable the student to read and comprehend simple Latin. This course (without credit) could serve as a refresher course for those people who, after an interval of some years, are to teach Latin as a second or third field.

111—*Intermediate Latin*—4 sem. hrs.

I

Review of Latin fundamentals. Practice in writing simple Latin. Reading, beginning with graded Latin selections, and progressing to selections from Cicero's orations. Prerequisite: Latin 108 or 109 or two years of high-school Latin.

112—*Vergil*—4 sem. hrs.

II

Aeneid, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. Prerequisite: Latin 111 or three years of high-school Latin.

113—*Latin Prose Composition*—4 sem. hrs.

I

Systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. Prerequisite: Latin 112 or three years of high-school Latin.

114—*Livy*—4 sem. hrs.

II

Selections from Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. Prerequisite: Latin 113.

211—*Cicero's Essays*—4 sem. hrs.

I

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. Prerequisite: Latin 113 or 114.

212—*Plautus and Terence*—4 sem. hrs.

II

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. Prerequisite: Latin 114.

217—*Seneca's Tragedies*—2 sem. hrs.

I or II

Troades and the *Medea*; the influence of Seneca on later writers. Prerequisite: Latin 114.

218—*Tacitus*—2 sem. hrs.

I or II

Agricola and *Germania*. An introduction to the prose of the Silver period. Prerequisite: Latin 114.

221—*Pliny's Epistles*—2 sem. hrs.

I or II

Prose of the Silver period. Prerequisite: Latin 114.

222—*Martial's Epigrams*—2 sem. hrs.

I or II

Reading of Latin poetry and a study of social life under the emperors. Prerequisite: Latin 114.

225—*Latin-English Etymology*—2 sem. hrs.

I or II

Relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who make Latin a first or second teaching field. Prerequisite: Eight hours of college Latin.

226—*Roman Civilization*—2 sem. hrs.

I or II

Background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who make Latin a first or second teaching field.

231—*Ovid, Metamorphoses*—3 sem. hrs.

I or II

Translation, scansion, and reading of the passages most helpful to the teacher of Latin. Prerequisite: Five years of Latin or Latin 114.

232—*Selections from Caesar's Gallic and Civil Wars—***3 sem. hrs.****I or II**

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax. Prerequisite: Latin 114.

301—*History of Latin Literature—3 sem. hrs.*

Development of Latin literature from its beginning to the close of the Republic. Translation of representative selections from the writers of this period.

302—*History of Latin Literature—3 sem. hrs.*

Special attention to the works of writers of the Empire period.

315—*Horace, Odes and Epodes—2 sem. hrs.*

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life.

316—*Horace, Satires and Epistles—2 sem. hrs.*

Continuation of Latin 315.

LIBRARY

The School Library Service program is planned for (1) students who wish to prepare for positions as school librarians in Illinois elementary schools, secondary schools, or in community unit districts, (2) teachers who wish to be fully acquainted with books and materials for children and young people, and (3) school administrators who wish to explore the place of books and libraries in the school's instructional program.

Students who wish to qualify as elementary school librarians should take 171, 271 or 272, 216, 252, 253, and 254. They should have student teaching in an acceptable school library and Education 240.

Students preparing for the new field of community unit-district librarian should have 171, 212, 213, 214, 216, 252, 253, and 254. They should have student teaching in an acceptable library.

Students who are preparing for a junior high school library position should take 171, 272, 214, 216, 252, 253, and 254.

SECOND FIELD REQUIREMENTS IN LIBRARY

The following specific courses in Library are required: 212, 213, 214, 252, 253, 254. Also Education 210, Student Teaching, for five semester hours must be done in an acceptable high school library. Education 240 and Social Science 261 are strongly recommended.

COURSES IN LIBRARY

Courses in Library may be used as electives in education.

171—*Literature for the Elementary School—3 sem. hrs.*

I or II

Prose and verse for kindergarten and the eight grades. Selections from folk and modern literature, both fanciful and realistic, with emphasis upon well-known materials. This course is also offered as English 171.

212—*The Library as an Information Center*—3 sem. hrs. II
 Familiarity with reference tools and materials for the school; selection principles and aids for reference books; selection and evaluation of periodicals, free and inexpensive pamphlet material; methods of training students to use books and library materials.

213—*Evaluation of Books for Youth*—3 sem. hrs. I
 Evaluation of informational books for secondary schools stressing importance of authorship, publisher and physical make-up; principles of book selection; familiarity with selection tools; the use of the book in the curriculum.

214—*Reading Guidance for Adolescents*—3 sem. hrs. II
 Interest, abilities and reading characteristics of the adolescent as determined by significant research studies in reading; acquaintance with and appreciation of recreational books on various reading levels; realization of the importance of recreational books in the enriched curriculum; the place of reading in the lives of young people, and the methods of stimulating and guiding their reading. Selection and evaluation of series and editions.

216—*Informational Books*—3 sem. hrs. I or II
 Acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the elementary school to read them.

242—*Experiencing Books Through Speech Activities*—3 sem. hrs. II
 Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. Prerequisite: Speech 110 and English or Library 271 or 272. This course is also offered as Speech 242.

252—*Processing of Library Materials*—3 sem. hrs. I
 Acquiring and preparing of library materials for use and circulation. Instruction and practice in classification and cataloging. The importance of the card catalog as a teaching tool and as an index to all library materials.

253—*School Library Functions*—3 sem. hrs. II
 Standards of library service. Planning, organizing, administering and publicizing the school library.

254—*Library in Society and the School*—3 sem. hrs. I
 The development of libraries, their educational and cultural role and place in the school.

271—*Literature for Lower Grades*—3 sem. hrs. I or II
 Traditional fairy and folk tales, myths, legends, and fables, and modern fanciful and realistic stories for kindergarten-primary grades. Also offered as English 271. Does not repeat materials of Library 171.

272—*Literature for Upper Grades*—3 sem. hrs. I or II
 Literature especially selected for middle and upper grades. Also offered as English 272. Does not repeat materials of Library 171.

MATHEMATICS

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses in Mathematics: 102, 107, 109, 111.

FIRST FIELD REQUIREMENTS IN MATHEMATICS

Courses in Mathematics must total 32 semester hours. The following specific courses are required: 107 or 109, 111, 112, 115, 116, and 14 semester hours of Mathematics courses numbered 200 or more to be chosen from the different areas.

SECOND FIELD REQUIREMENTS IN MATHEMATICS

Courses in Mathematics must total 24 semester hours. The following specific courses are required: 107 or 109, 111, 112, 115, 116, and 6 semester hours of Mathematics courses numbered 200 or more to be chosen from the different areas.

COURSES IN MATHEMATICS

101—Basic Concepts of Arithmetic—3 sem. hrs. I or II

Introduction to the quantitative aspects of modern life. The course considers those concepts growing out of counting and numbers as well as those concepts growing out of measuring. Development of appreciative understanding and ability in the solution of problems.

102—Mathematics for General Education—3 sem. hrs. I or II

Development of an appreciation of the nature of mathematics through the study of number, measurement, proof, quantitative relationships, and logical structure. Applications selected from various subject matter areas.

106—Solid Geometry—2 sem. hrs. II

Topics regularly taught in Solid Geometry.

107—Algebra—5 sem. hrs. I or II

Includes topics of high school advanced algebra (third semester of high school algebra) and also the subject matter included in Mathematics 109. For students who have had only one year of high school algebra. Students taking this course may not take Mathematics 109 for credit. However, only 3 semester hours of this course may count toward a first or second field in Mathematics.

109—College Algebra—3 sem. hrs. I or II

Includes topics regularly taught in College Algebra. Students may not receive credit in both this course and Mathematics 107. Prerequisite: One and one-half units of high school algebra.

111—Trigonometry—3 sem. hrs. I or II

A standard course in plane trigonometry with an introduction to spherical trigonometry. Prerequisite: One and one-half units of high school algebra, or Mathematics 107 or concurrent enrollment; and one year of high school geometry.

112—Analytic Geometry—4 sem. hrs. I or II

Plane analytic geometry with an introduction to solid analytic geometry. Prerequisite: Mathematics 107 or 109, and 111 or concurrent enrollment.

115—Calculus I—4 sem. hrs. I or II

Differentiation as usually given in the first semester of calculus and also an introduction to integration. Prerequisite: Mathematics 112.

116—*Calculus II*—4 sem. hrs.

I or II

A continuation of Calculus I and completing the topics in integration as regularly taught in the first year of calculus. Prerequisite: Mathematics 115.

135—*Mathematics Clinic*—1 sem. hr.

Summer only

To provide teachers of mathematics in elementary, junior high schools, and senior high schools with an opportunity to study and discuss classroom problems. The class discussion will be limited to suggested solutions and teaching aids in solving teaching problems of those enrolled. Opportunity will be given teachers from a school who wish to work upon learning problems of special concern to their school. See also Education 135.

193—*Mathematics Workshop*—1-6 sem. hrs.

I or II

See page 160 for description.

201—*Arithmetic for the Elementary Grades*—2 sem. hrs.

I or II

Background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. Prerequisite: Mathematics 101 or 102. Students who have a first or second field in Mathematics are not required to meet this prerequisite.

202—*Mathematics for Junior High School Grades*—2 sem. hrs.

I or II

Professionalized course dealing with mathematical methods of the junior high school grades. Prerequisite: Mathematics 201 or experience in teaching arithmetic. Students who have a first or second teaching field in mathematics are not required to meet this prerequisite.

211—*College Geometry*—3 sem. hrs.

I

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high-school geometry. Prerequisite: Mathematics 112.

212—*Advanced Analytic Geometry*—2 sem. hrs.

II

Extension of some aspects of Analytic Geometry 112. The various coordinate systems in space, quadric surfaces, transformations, invariance, applications of matrix theory to geometry of space, and other related topics. Prerequisite: Mathematics 112.

213—*Non-Euclidean Geometry*—2 sem. hrs.

II

Introduction to the geometries of Bolyai, Lobatchevsky, and Riemann. Prerequisite: Mathematics 112.

214—*Advanced College Algebra*—2 sem. hrs.

II

Inequalities, mathematical induction, probability, determinants, continued fractions, infinite series, mathematics of investment, and advanced topics in algebra. Prerequisite: Mathematics 107 or 109.

220—*Introduction to the History of Mathematics*—2 sem. hrs.

I

Chronological survey of the growth of mathematics dealing with persons who have made outstanding contributions to elementary mathematics; a detailed study of the development of the special subjects of mathematics through the first steps of the calculus. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to the teaching of high-school mathematics. Prerequisite: Mathematics 115 or concurrent enrollment.

230—*Survey of Mathematics*—2 sem. hrs.

II

Critique of high-school and college mathematics. An intensive survey of the processes, operations, and applications of mathematics. Prerequisite: Mathematics 115 or concurrent enrollment.

232—*Problems in Applied Mathematics*—3 sem. hrs.

II

Solution of problems selected from different fields of study. Empirical formulas and curve fitting; an introduction to Fourier series and vector analysis. Prerequisite: Mathematics 116.

240—Introduction to Differential Equations—2 sem. hrs. I or II

Solutions of elementary differential equations, with simple applications. Prerequisite: Mathematics 116.

250—Introduction to Statistics—2 sem. hrs. I

Errors in calculation and measurement, how to classify data, different kinds of averages and their uses, frequency distributions, meaning of dispersion and its measurement, regression or trend lines, meaning of correlation, the point binomial and the probability curve. For teachers who desire to be able to meet more fully the growing demand for statistical work of an elementary nature in high-school and junior-college classes. Prerequisite: Mathematics 107 or 109.

251—Introduction to the Theory of Equations—2 sem. hrs. I or II

General properties of equations, Sturm's theorem, upper and lower limits of roots, and transformation of equations. Prerequisite: Mathematics 115 or concurrent enrollment.

270—Astronomy—2 sem. hrs. II

An introduction to astronomy. The universe, the solar system, the celestial sphere, the galactic systems, measuring time, and an introduction to celestial navigation. Prerequisite: Mathematics 111.

293—Mathematics Workshop—1-6 sem. hrs. I or II

Same as Mathematics 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

301—Teaching of Arithmetic—3 sem. hrs.

Significant problems, points of view, and trends in the teaching of arithmetic. Investigation of research related to organization, content, and techniques in this field. Prerequisite: Mathematics 201 or teaching experience. Students who have a first or second teaching field in Mathematics are not required to meet this prerequisite.

302—Teaching of Junior High School Mathematics—2 sem. hrs.

Significant problems, points of view, and trends in teaching of junior high school mathematics. Investigation of research and reports related to organization, content, and techniques in this field. Opportunity for study of particular problems of individual interest.

312—Fundamental Concepts of Geometry—3 sem. hrs.

A postulational development of projective geometry which leads to the definition of a geometry as a set of elements together with certain transformations. Discovering how Euclidean plane geometry is related to and often a special case of many other geometries. Prerequisite or current enrollment: Mathematics 115.

314—Theory of Equations—2 sem. hrs.

Special methods of solving higher equations, symmetric functions, and factorization theorems. Prerequisite or current enrollment: Mathematics 115.

315—Fundamental Concepts of Algebra—3 sem. hrs.

Relating to elementary mathematics the fundamental concepts of higher mathematics (algebra and analysis). Topics include a logical development of the real and complex number systems, matrices, determinants, function theory, and modern algebra. Prerequisite or concurrent enrollment: Mathematics 115.

320—History of Mathematics—2 sem. hrs.

History of modern mathematics. Development of mathematics in the area of number, form, discreteness, continuity, and application. Some emphasis is given to recent developments in mathematics. Prerequisite: Mathematics 116.

323—Teaching and Supervision of Mathematics—3 sem. hrs.

Principles of teaching and learning applied to specific problems of mathematics education. Understanding and use of language and symbolism, problem solving, individual differences, learning aids. Analysis of objectives, recent trends and practices in classroom. Problems of supervision of elementary and secondary school mathematics are studied.

330—Mathematics of Finance—2 sem. hrs.

Application of Mathematics in various fields of finance, with emphasis on problems of investments and insurance. Prerequisite: Mathematics 107 or 109.

335—Advanced Calculus—3 sem. hrs.

Limits and continuity, infinite series, partial differentiation, multiple integrals, line integrals, and other related topics. The necessary review of first year Calculus will be given with each advanced topic. Prerequisite: Mathematics 116.

340—Linear Differential Equations—2 sem. hrs.

Methods of solutions of linear differential equations of first and second orders. Prerequisite: Mathematics 116.

360—Field Work in Mathematics—2 sem. hrs.

Mathematical applications designed to acquaint the teacher of junior and senior high school geometry or trigonometry with practical operation of transit, level, plane table, sextant, angle mirror, and alidade. Applications are drawn from problems associated with surveying, leveling, map making, and various examples of indirect measurement. Prerequisite: Mathematics 116.

MUSIC

Students who complete a first field in Music may be required to complete more than 128 semester hours for graduation. This will depend upon the choice of a second field and preparation in Music at time of entrance.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Music: 106, 143, 215, 244, 245.

CORE REQUIREMENTS

Students completing a first field or comprehensive field in Music take the following courses, considered as basic courses, in addition to other specific courses listed below for the various areas: Ten semester hours of theory courses 101 through 104 and 201 through 204, including 203; 143; 244; 245.

FIRST FIELD REQUIREMENTS IN ELEMENTARY AND/OR HIGH SCHOOL VOCAL

Courses in Music must total 43 semester hours. The following specific courses are required in addition to the core requirements: 124; eight semester hours (including piano) of 126, 127, 128, 129, 226, 227, 228, 229; 132; 157; 213; 219; 235; 236.

FIRST FIELD REQUIREMENTS IN ELEMENTARY AND/OR HIGH SCHOOL INSTRUMENTAL

Courses in Music must total 44 semester hours. The following specific courses are required in addition to the core requirements: 114; 125; eight

semester hours (including piano) of 126, 127, 128, 129, 226, 227, 228, 229; 134; 140; 141; 213; 217; 236; 256.

**FIRST FIELD REQUIREMENTS IN ELEMENTARY AND/OR
HIGH SCHOOL VOCAL AND INSTRUMENTAL**

Courses in Music must total 50 semester hours. The following specific courses are required in addition to the core requirements above: 114; 124; 125; four semester hours (including piano) of 126, 127, 128, 129, 226, 227, 228, 229; 131; 134; 140; 213; 235; 236.

COMPREHENSIVE FIELD REQUIREMENTS IN INSTRUMENTAL—VOCAL

A second teaching field is not necessary with the comprehensive field.

Courses in Music must total 60 semester hours. The following specific courses are required in addition to the core requirements: 114; 124; 125; eight semester hours (including piano) of 126, 127, 128, 129, 226, 227, 228, 229; 131; 132; 134; 140; 141; 157; 213; 217; 235; 236; 256.

COMPREHENSIVE FIELD REQUIREMENTS IN VOCAL—INSTRUMENTAL

A second teaching field is not necessary with the comprehensive field.

Courses in Music must total 60 semester hours. The following specific courses are required in addition to the core requirements: 114; 124; 125; eight semester hours (including piano) of 126, 127, 128, 129, 226, 227, 228, 229; 132; 134; 140; 157; 213; 219; 235; 236; 256.

SECOND FIELD REQUIREMENTS IN HIGH SCHOOL VOCAL

Courses in Music must total 22 semester hours. The following specific courses are required: A minimum of 6 semester hours of 101, 102, 103, 104, 201, 202, 203, 204; four semester hours of 126, 127, 226, 227; 131; 132; 213; 235; one course of 143, 215, 244, 245.

SECOND FIELD REQUIREMENTS IN ELEMENTARY SCHOOL VOCAL

Courses in Music must total 24 semester hours. The following specific courses are required: A minimum of 4 semester hours of 101, 102, 103, 104, 111, 201, 202, 203, 204; 124; four semester hours of 126, 127, 226, 227; 131; 132; 151; 213; 235.

**SECOND FIELD REQUIREMENTS IN ELEMENTARY AND/OR
HIGH SCHOOL INSTRUMENTAL**

Courses in Music must total 24 semester hours. The following specific courses are required: A minimum of 6 semester hours of 101, 102, 103, 104, 201, 202, 203, 204; 114; 125; 134; 140; 141; 236; one course of 143, 244, 245.

SECOND FIELD REQUIREMENTS IN HIGH SCHOOL VOCAL AND INSTRUMENTAL.

Courses in Music must total 24 semester hours. The following specific courses are required: A minimum of 6 semester hours of 101, 102, 103, 104, 201, 202, 203, 204; 114; 125; 131 or 132; 134; 140; 141; 213; 236.

PARTICIPATION IN MUSIC ORGANIZATIONS

Students who choose music as a first or second teaching field are required to participate in various music organizations. Selection of and assignment to the various organizations is determined through consultation with the head of the music department. Beginning with the second year of participation in an organization, the student may earn one-half semester hour credit each semester in each organization until a cumulative maximum of six semester hours has been earned. Not more than two semester hours may be earned in one semester. Registration for credit in participation is optional with the student. Students who, upon entering the University, cannot qualify for participation in concert organizations, may participate in laboratory groups. Students wishing to earn credit for participation must register for courses as selected at registration time. Participation courses are numbered 181-187.

PIANO PROFICIENCY

Students with a first or comprehensive field in Music are required to attain sufficient skill in playing the piano to pass a proficiency test. The study of piano may be done in group instruction courses or in applied music.

COURSES IN MUSIC

101, 102, 103, and 104— <i>Theory</i> —Each 2 sem. hrs.	I or II
Integrated courses in theory which will develop well-rounded musicianship through coordinated experiences in the five areas—sight singing, dictation, keyboard harmony, form, and creative writing. Music 101 will place emphasis upon sight singing, 102 upon dictation, 103 upon keyboard harmony, and 104 upon form and creative writing. Assignment to these courses will be based upon previous preparation and experience.	
106— <i>Survey of Music Literature</i> —2 sem. hrs.	I or II
Music representative of the various periods and styles.	
111— <i>Music for Elementary Schools</i> —2 sem. hrs.	I or II
Practical course in basic skills, fundamentals and in music for students in the Elementary and Special Education Curricula who have had limited experience in music.	
114— <i>Group Instruction in Strings</i> —2 sem. hrs.	I or II
Practical instruction in playing the violin, viola, cello and string bass.	
121— <i>Group Instruction in Strings</i> —1 sem. hr.	I or II
Continuation of 114 except that concentration is on one stringed instrument. Not required for students whose principal instrument is a stringed instrument.	

122— <i>Group Instruction in Piano</i> —2 sem. hrs.	I or II
Practical instruction in playing piano for students who have had no playing experience on piano. Provision for the harmonic background which will enable the student to improvise interesting piano accompaniments to folk melodies and simple songs.	
123— <i>Group Instruction in Piano</i> —2 sem. hrs.	I or II
Practical instruction in playing piano for students who have had playing experience on piano.	
124— <i>Music Education</i> —3 sem. hrs.	II
Survey of music in the kindergarten, and in grades one through six; current practices in teaching music in these grades; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program. Students who do not have a teaching field in music may not take this course except by special permission.	
125— <i>Group Instruction in Woodwinds</i> —2 sem. hrs.	I or II
Practical instruction in playing all woodwind instruments.	
126, 127, 128, 129— <i>Applied Music</i> —Each 1 or 2 sem. hrs.	I and II
Piano, voice, strings, woodwinds, brass, percussion, harp, and organ.	
131— <i>Group Instruction in Voice</i> —2 sem. hrs.	I or II
Practical instruction in singing. Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.	
132— <i>Group Instruction in Voice</i> —2 sem. hrs.	I or II
Continuation of Music 181.	
133— <i>Group Instruction in Brass and Percussion</i> —2 sem. hrs.	I or II
Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had Music 134 or 140 may not take this course for credit.	
134— <i>Group Instruction in Percussion</i> —1 sem. hr.	I
Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had Music 233 may not take this course for credit.	
135— <i>Music Clinic</i> —1 sem. hr.	Summer only
Intensive work on specific problems in music teaching. The student may enroll in the clinic for credit more than once so long as the subject matter covered is not duplicated. See also Education 135.	
140— <i>Group Instruction in Brass</i> —2 sem. hrs.	I or II
Practical instruction in playing all the brass instruments.	
141— <i>Marching Band Tactics</i> —2 sem. hrs.	I
Rudiments of marching band. Students taking this course are required to participate in marching band during the football season.	
143— <i>Music History and Literature, 17th and 18 Centuries</i> — 2 sem. hrs.	I or II
The development of Music during the 17th and 18th centuries including nationalities, schools, biographies of composers, style and form.	
150— <i>Music Literature for Children</i> —2 sem. hrs.	I or II
Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.	

151— <i>Literature of Music</i> —2 sem. hrs.	I or II
Music literature from the cultural point of view and its relationship to the interests and activities of the learners in the various grades. Extensive use will be made of recordings.	
157— <i>Methods and Materials of the Public Performance</i> — 3 sem. hrs.	I
Selection and staging of materials suitable for entertainments and programs of the school year.	
181-187— <i>Participation</i> —Each $\frac{1}{2}$ -6 sem. hrs.	I and II
Participation in the major organizations: Concert Band, 181; Concert Orchestra, 182; Women's Chorus, 183; Male Chorus, 184; Men's Glee Club, 185; Treble Choir, 186; Choir, 187.	
193— <i>Music Workshop</i> —1-6 sem. hrs.	I or II
See page 160 for description.	
201, 202, 203, and 204— <i>Theory</i> —Each 2 sem. hrs.	I or II
Comparable to Music 101, 102, 103, and 104, except that emphasis will be placed upon analysis of both contrapuntal and written harmony dealing with modulation and various embellishments.	
208— <i>Harmony</i> —3 sem. hrs.	Summer only
Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Students with a teaching field in music may not take this course except by special permission.	
213— <i>Conducting (Choral)</i> —2 sem. hrs.	I or II
Fundamental principles of baton technique, voice testing and blending, routine of organization and rehearsal of choral groups, and practical experience in conducting. Prerequisite: Choral experience and a knowledge of the rudiments of music.	
215— <i>Music History and Literature to 16th Century</i> —3 sem. hrs.	I or II
The development of Music from earliest times through the sixteenth century.	
217— <i>Orchestration</i> —2 sem. hrs.	I or II
Scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works.	
219— <i>Choral Arranging</i> —2 sem. hrs.	I or II
Arranging Music for large and small vocal ensembles with emphasis on the needs of the public school vocal teacher.	
223— <i>Group Instruction in Woodwinds</i> —1 sem. hr.	I or II
Continuation of 125 with concentration on one woodwind instrument. Not required of students whose principal instrument is a woodwind instrument.	
226, 227, 228, 229— <i>Applied Music</i> —Each 1 or 2 sem. hrs.	I and II
Advanced piano, voice, strings, woodwinds, brass, harp, and organ.	
232— <i>Group Instruction in Brass</i> —1 sem. hr.	I or II
Continuation of 140 with concentration on one brass instrument. Not required of students whose principal instrument is a brass instrument.	
235— <i>Music Education</i> —3 sem. hrs.	I
Survey of music in grades seven through twelve; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; planning of music suitable for the activities program in junior and senior high school. Students who do not have a teaching field in Music may not take this course except by special permission.	

236—Advanced Conducting (Instrumental)—2 sem. hrs. I or II

Continuation of the study of baton technique, score reading and interpretation, and practical experience in conducting instrumental groups. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

238—Music for the Exceptional Child—3 sem. hrs. I

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities based upon the needs of the exceptional child.

239—Music Education for the Lower Grades—3 sem. hrs. I or II

Basic skills, techniques, and materials for music activities in kindergarten, grades one, two, and three. Designed to meet the needs of the classroom teacher. Students with a teaching field in music may not take this course except by special permission.

240—Music Education for the Upper Grades—3 sem. hrs. I or II

Basic skills, techniques, and materials for music activities in grades four, five, six, seven and eight. Designed to meet the needs of the classroom teacher. Students with a teaching field in music may not take this course except by special permission.

241—Music Education in the Elementary Grades—3 sem. hrs. I or II

Basic skills, techniques, and materials for music activities in kindergarten and grades one through eight. Designed to meet the needs of the classroom teacher and elementary principals. Students with a teaching field in music may not take this course except with special permission.

244—Music History and Literature, 19th Century—3 sem. hrs. I or II

Development of music during the nineteenth century including nationalities, school, biographies of composers, style, form.

245—Music History and Literature, 20th Century—3 sem. hrs. I or II

Detailed study of twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—rationalism, realism, impressionism, atonality, polytonality, neoclassicism, and jazz. Notice will be taken of the effect of the machine, radio, television, and war upon music. Emphasis upon American contributions.

252—Literature of Music—2 sem. hrs. I or II

Larger forms of music with special emphasis on the symphony, ballet, oratorio, and opera. Illustrations will be drawn from the University's libraries of recorded music.

256—Current Trends in Instrumental Music—3 sem. hrs. II

Administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

293—Music Workshop—1-6 sem. hrs. I or II

Same as Music 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

301—Form and Analysis in Music—2 sem. hrs.

Structure of classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

302—Form and Analysis in Music—3 sem. hrs.

Continuation of Music 301 with emphasis on harmonic structure.

305—Composition—3 sem. hrs.

Free composition in larger forms with opportunities for performance of original works for voices, instrumental combinations or full orchestra.

310—*Music of Western Europe*—2-8 sem. hrs.

Summer only

Field work in Great Britain, France, Germany, Austria, Switzerland and Italy. Part of the regular summer session and runs concurrently with it. Time will be spent in the field attending leading music festivals and visiting places of musical significance. Intensive study conducted prior to departure, on board ship, and/or between travels. Examinations will be given during return trip. Prerequisite: Approval of Instructor.

313—*Choral Techniques*—2 sem. hrs.

Clinical aspects of the chorus rehearsal, contemporary choral practices, repertoire and source material, interpretation and program building. Prerequisite: course in conducting or practical experience.

315—*Music in America*—3 sem. hrs.

Indigenous and borrowed influences in American music from the times of the early settlements through periods of expansion to present day activities. A background of American musical style and culture and an understanding of present trends will be developed.

317—Orchestration—3 sem. hrs.

Review of instruments: ranges, timbres, technical difficulties and limitations. Arranging for combinations of instruments, full band and orchestra. Study of problems contained in standard repertory. Special attention to problems of school band and orchestra scoring.

325—*Music Education in the Elementary School*—3 sem. hrs.

Point of view in music education, potentialities of music as an agency for human growth, place and function of music in the curriculum, organization of musical experiences and materials for effective learning, and music education in the community. Designed for classroom teachers and principals of elementary schools.

351—*The Opera*—2 sem. hrs.

Historical development of the opera with emphasis on stylistic elements and trends of the various periods. Study of the plots and music through recordings, piano scores, full scores as well as live performances.

353—*History of Musical Instruments*—2 sem. hrs.

Evolution of musical instruments from the origins to the present, with particular regard to music and general culture. The development of primitive, Oriental and Western instruments.

356—Instrumental Techniques—3 sem. hrs.

Problems and procedures in developing instrumental classes and organizations.

360—*Psychology of Music Education*—3 sem. hrs.

Investigation of the psychological attributes of sound and their effects upon the behavior of the human organism.

365—*Sensory Integration in Music Learning*—2 sem. hrs.

Practical considerations necessary for the operation and use in the classroom of audio-visual aids to music learning.

PHYSICAL SCIENCE

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Physical Science: 101, 140, 141, 142, 150, 151, 152.

FIRST FIELD REQUIREMENTS IN PHYSICAL SCIENCE

Courses in Physical Science must total 35 semester hours. The following specific courses are required: 140, 141, 150, 151, 207, and a senior college course in physics.

SECOND FIELD REQUIREMENTS IN PHYSICAL SCIENCE

Courses in Physical Science must total 23 semester hours. The following specific courses are required: 140, 141, 150, 151, 207, and a senior college course in Physics.

SECOND FIELD REQUIREMENTS IN GENERAL SCIENCE

A student who has a first field in Physical Science may elect this second field by taking the following 21 semester hours: Biological Science 113, 114; Geography 111, 115, 125; Physical Science 274.

SECOND FIELD REQUIREMENTS IN CHEMISTRY

Courses in Chemistry must total 23 semester hours. The following specific courses are required: 140, 141, 207.

SECOND FIELD REQUIREMENTS IN PHYSICS

Courses in Physics must total 23 semester hours. The following specific courses are required: 150, 151, 264.

COURSES IN PHYSICAL SCIENCE

101—*Introduction to Physical Science*—3 sem. hrs. I and II

A survey of the physical sciences designed to contribute to the general education of the beginning student. Selected topics from both physics and chemistry are used to help the student interpret his physical environment. The student is introduced to the newer science concepts and to the processes by which knowledge advances through scientific research. Not designed for students who take a first or second field in Physical Science.

120—*General Inorganic Chemistry*—3 sem. hrs. I

Fundamental principles of chemical science. Three class meetings per week, including one double laboratory period. Student who have had Physical Science 140 or 142 may not take this course for credit.

132—*Organic Chemistry*—3 sem. hrs. II

Elementary organic chemistry of the hydrocarbons, alcohols, fats, carbohydrates, proteins, dyes, textiles, plastics, fuels and cleaners. Three class meetings per week, including one double laboratory period. Students who have had Physical Science 143 or 207 may not take this course for credit. Prerequisite: Physical Science 120 or 140 or 142.

135—*Physical Science Clinic*—1 sem. hr. Summer only

To provide teachers in elementary and junior high schools with an opportunity to study and discuss classroom problems. Emphasis will be placed on materials and methods of classroom demonstrations. Opportunity will be given teachers from a school who wish to work upon their problems of special concern to their school. See also Education 135.

140—*General Chemistry*—5 sem. hrs. I

First half of a two-semester sequence, including fundamental principles. Five class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 120 or 142 may not take this course for credit.

141—*General Chemistry*—4 sem. hrs. II

Continuation of Physical Science 140 including the metals. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Science 140.

142—*General Chemistry*—5 sem. hrs. I

Nonmetals, metals and the fundamental principles of chemical science including some qualitative analysis. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 120 or 140 may not take this course for credit.

143—*Agricultural Organic Chemistry*—5 sem. hrs. II

Introduction to organic chemistry with emphasis on points of fundamental importance in the application of organic chemistry in agriculture. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 132 or 207 may not take this course for credit. May not be used for a first or second field in Physical Science. Prerequisite: Physical Science 140 or 142.

145—*General Chemistry*—9 sem. hrs. Summer only

Intensive beginning chemistry completing a year's work in eight weeks. Non-metals, metals and the fundamental principles of chemical science. (Two recitations and one laboratory period per day.) This course is the equivalent of 140 and 141.

150—*General Physics*—5 sem. hrs. I

First half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Five class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 152 may not take this course for credit.

151—*General Physics*—4 sem. hrs. II

Continuation of Physical Science 150 including elementary magnetism, electricity, electronics, optics, and radiation. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 152 may not take this course for credit.

152—*Elementary Physics*—5 sem. hrs. I

Brief course for those who need less than a full year of college physics. Selected topics from the various divisions of physics, with emphasis on physics as used in other sciences. Five class meetings per week, including two double laboratory periods. Students who have had Physical Science 150 or 151 may not take this course for credit. May not be used for a first or second field in Physical Science.

154—*Household Physics*—3 sem. hrs. I

Applied physics of the home. Heat, electricity, and light receive the major emphasis in the course. Three class meetings per week, including one double laboratory period.

155—*General Physics*—9 sem. hrs. Summer only

Intensive beginning physics completing a year's work in eight weeks. Elementary mechanics, wave motion, sound, heat, magnetism, electricity, electronics, optics and radiation. (Two recitations and one laboratory period per day.) This course is the equivalent of 150 and 151.

175—Elementary Photography—3 sem. hrs.

II

Basic training for beginners in photography. Taking, developing and printing of a picture, the preparation of slides, film strips, etc.; the use of photography in school publication such as newspapers and yearbooks. Adequate training for teachers wishing to sponsor photography clubs in high school. May not be used for a first or second field in Physical Science.

201—Qualitative Analysis—4 sem. hrs.

I

Chemical equilibrium as applied to the separation and identification of the anions and cations. Four class meetings per week, including two double laboratory periods. Prerequisite: Physical Science 141.

204—Quantitative Analysis—4 sem. hrs.

II

Fundamental principles of the quantitative estimation of metal and nonmetal components of mixtures, compounds, and alloys. Four class meetings per week, including two double laboratory periods. Prerequisite: Physical Science 201.

207—Elementary Organic Chemistry—4 sem. hrs.

I

Introduction to organic chemistry in which a general study is made of the aliphatic and aromatic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. Students who have had Physical Science 132 or 143 may not take this course for credit. Prerequisite: Physical Science 141.

212—Organic Chemistry—4 sem. hrs.

II

Continuation of Physical Science 207 in which a more detailed study is made of the aliphatic, carbocyclic and heterocyclic compounds together with laboratory practice on preparations and reactions. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Science 207.

230—Physical Science for Elementary Teachers—3 sem. hrs.

A discussion of functional information and understanding of important principles of physical science, together with the development of scientific attitudes and skills in problem solving. Largely a doing course consisting of laboratory work, constructing scientific science equipment, and suggesting new and better ways of teaching elementary science.

250—Direct and Alternating Current Circuits—4 sem. hrs.

I

Fundamental principles of electric circuits. Direct and alternating current circuit analysis; complex numbers and vector diagram solution. Vacuum tubes, amplifiers, electronic instruments, and radio circuits. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Science 151.

252—Intermediate Physics—3 sem. hrs.

I

An intensive review of kinematics, light, dynamics, electricity and magnetism. Offered only during first semester 1958-59.

261—Fundamentals of Electricity and Magnetism—4 sem. hrs.

I

Electrostatic field; electric fields in simple geometries; electric current; magnetostatic fields, magnetic fields of simple geometries; introduction to electromagnetic theory and Maxwell's equations. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Science 151 and Mathematics 115.

264—Introduction to Modern Physics—4 sem. hrs.

II

Foundations of atomic and nuclear physics; the hydrogen atom; optical spectra and electron distribution; x-ray spectra; disintegration processes; particle and photon emission; fission; fusion; fundamental particles. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Eight semester hours in Physics; Mathematics 115.

265—Intermediate Mechanics and Thermodynamics—4 sem. hrs.

II

Fundamental laws of mechanics of particles and rigid bodies. Principles of conservation of mass, energy, momentum, and angular momentum. Oscillations and waves. Kinetic theory, gas equations, Carnot cycle, entropy, and laws of thermodynamics. Four class meetings per week including one three-hour laboratory period. Prerequisite: Physical Science 150 and Mathematics 115.

272—Introductory Physical Optics—4 sem. hrs.

II

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Four class meetings per week, including one three-hour laboratory period. Prerequisite: Physical Science 151 and Mathematics 115.

274—General Science—3 sem. hrs.

II

Objectives of general science; selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. For teachers of general science in the elementary, junior, and senior high schools.

299—Senior Research in Physical Science—3 sem. hrs.

I or II

Development of a better understanding of the significance and techniques of research in Chemistry or Physics through the study of a research problem. Two three hour laboratory periods and one lecture or conference per week. Prerequisite: 20 semester hours of chemistry or 20 semester hours of physics; senior standing; consent of Head of Department of Physical Science.

301—Topics in Contemporary Chemistry—3 sem. hrs.

Structure of matter; nuclear chemistry; radio-activity; polymers and plastics; inorganic and organic developments. Prerequisite: Physical Science 207.

302—Topics in Contemporary Physics—3 or 4 sem. hrs.

Atomic and nuclear physics; cosmic radiation; elementary particles; nuclear energy; new theoretical concepts. Prerequisite: Physical Science 150 and 151.

310—Organic Chemistry—3 sem. hrs.

Survey of organic chemistry for students who have had four to six hours of undergraduate organic chemistry. Prerequisite: Physical Science 207.

312—Qualitative Organic Analysis—3 sem. hrs.

Identification of organic compounds. Prerequisite: Physical Science 212 or 310.

319—Municipal and Industrial Science—3 sem. hrs.

Scientific aspects of community and industrial problems. Municipal studies will include sanitation, water, and sewage treatment, and crime detection. Industries include ceramics, sulfuric acid, zinc smelting, corn products, soybean milling, and dairying. Excursions are made to industries within seventy-five miles of Normal. This course will give its members a background in applied science that will enrich their classroom teaching. There is no transportation cost to the student. Prerequisite: Physical Science 207.

321—Physical Chemistry—5 sem. hrs.

First of a series in theoretical chemistry dealing with the properties of gases, liquids, solids, solutions, elementary thermodynamics, and colloids. Prerequisite: Physical Science 151 and 204; Mathematics 116.

324—Physical Chemistry—5 sem. hrs.

Continuation of Physical Science 321, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic equilibrium, hydrolysis, polarization, photo-chemistry, radioactivity, atomic structure, and quantum theory. Prerequisite: Physical Science 321.

341—Advanced Inorganic Chemistry—3 sem. hrs.

Interpretation and discussion of the subject matter of inorganic chemistry from the viewpoint of modern theory. Prerequisite: Physical Science 204.

342—Descriptive Inorganic Chemistry—3 sem. hrs.

Inorganic free radicals, carbonyls, metallo-organic compounds, hydrides, non-aqueous solution. Prerequisite: Physical Science 204.

351—Instrumental Methods of Analysis—3 sem. hrs.

Analysis by means of optical and electrical principles and instruments, including methods as colorimetry, nephelometry, spectrophotometry, electrometric titrations, polarography, etc. Prerequisite: Physical Science 151 and 204.

360—Fundamentals of Nuclear Physics—3 sem. hrs.

Properties of the atomic nucleus, disintegration processes, detective techniques for nuclear radiations, energy levels and selection rules. Detailed consideration of topics involved in experimental nuclear research. Prerequisite: One of the following—Physical Science 261, 264, 265, 272.

361—Electromagnetic Field Phenomena—3 sem. hrs.

Maxwell's equations; scalar, vector potentials; dielectrics and conductors; Maxwell's Theory of the electromagnetic field. Prerequisite: One of the following—Physical Science 261, 264, 265, 272.

362—Electron Physics—3 sem. hrs.

Free electron gas theory of metals including thermionic emission, photoelectric emission, contact potentials, electro-thermal and magneto-electric effects, discharge of electricity in gases. Prerequisite: Mathematics 115 and one of the following—Physical Science 250, 261, 264, 265, 272.

RUSSIAN**GENERAL EDUCATION COURSES**

To meet requirements for Groups I and V, students may choose Russian 111 and 112.

COURSES IN RUSSIAN

Note: When the demand warrants it, additional courses in Russian will be offered.

111 and 112—First Year Russian—each 4 sem. hrs.

I and II

The Cyrillic alphabet; pronunciation; essentials of grammar; aural and oral exercises to secure mastery of basic Russian speech patterns; reading for accurate comprehension; simple written exercises based on the reading.

SOCIAL SCIENCE**GENERAL EDUCATION COURSES**

To meet requirements for group II, students may choose from the following courses in Social Science: *Economics* 107, 171; *History* 123, 124, 128, 135, 136; *Political Science* 105, 150; *Sociology and Anthropology* 106, 166, 181.

For group V, all undergraduate courses in Social Science except the following may be used: *General* 193, 291, 293; *Economics* 270, 273; *History* 127, 139, 292, 295; *Political Science* 151, 252, 256, 257; *Sociology and Anthropology* 265, 267.

FIRST FIELD REQUIREMENTS IN SOCIAL SCIENCE

Students electing Social Science as a first teaching field must complete a minimum of 16 semester hours in history, 8 semester hours in economics, 8

semester hours in political science, and 8 semester hours in sociology—for a minimum of 40 semester hours. In addition, the completion of 291 is highly desirable. The following courses are required: *Economics* 107 and 171; *History* 123, 124, 135, 136; *Political Science* 150; *Sociology* 166.

COMPREHENSIVE FIELD REQUIREMENTS IN SOCIAL SCIENCE

A limited number of students, with the consent of the Head of the Department of Social Science, may pursue a comprehensive field of 55 semester hours. Students must complete a minimum of 16 semester hours in history, 8 semester hours in economics, 8 semester hours in political science, and 8 semester hours in sociology. The following courses are required: 123, 124, 135, 136 (history); 107 and 171 (economics); 150 (political science); 166 (sociology). The completion of 291 is highly desirable.

SECOND FIELD REQUIREMENTS IN SOCIAL SCIENCE

Courses in Social Science must total 27 semester hours. If students are preparing to teach history, they must take 123, 124 or 128, 135, 136 and electives to complete a total of at least 16 semester hours in history. The completion of 291 is desirable. In selecting electives students should consult the Head of the Department of Social Science before the conclusion of the sophomore year.

SECOND FIELD REQUIREMENTS IN ECONOMICS

Courses in Economics must total 18 semester hours. The following specific courses are required: 107, 171.

SECOND FIELD REQUIREMENTS IN HISTORY

Courses in History must total 24 semester hours. The following specific courses are required: 123, 124 or 128, 135, 136.

SECOND FIELD REQUIREMENTS IN POLITICAL SCIENCE

Courses in Political Science must total 18 semester hours. The following course is specifically required: 150.

SECOND FIELD REQUIREMENTS IN SOCIOLOGY—ANTHROPOLOGY

Courses in Sociology—Anthropology must total 18 semester hours. The following course is specifically required: 166.

COURSES IN SOCIAL SCIENCE

The following courses are listed under the following five topics: General Courses, Economics, History, Political Science, Sociology and Anthropology.

Undergraduate courses have the following plan for numbers: Number 105 is Political Science, 106 is Sociology and 107 is Economics. The 120's and 220's—European history; the 130's and 230's—United States history; 140's and 240's—World history; 150's and 250's—political science; 160's and 260's—sociology; 170's and 270's—economics; 180's and 280's—anthropology; 190's and 290's—teaching courses.

Political Science 105 and Sociology 106 may not be used toward a first, second or comprehensive field in Social Science.

GENERAL COURSES

193—*Social Science Workshop*—1-6 sem. hrs. I or II

See page 160 for description.

291—*Materials in Social Science*—3 sem. hrs. I or II

Selected units in American and in World History as well as in other social sciences which will serve as sources for demonstrating the relationships existing between the basic content of the social sciences and the presentation of an appropriate content in the secondary schools. Attention given to contemporary events in relation to our historical evolution. Designed for majors and minors in social science.

293—*Social Science Workshop*—1-6 sem. hrs. I or II

Same as Social Science 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

ECONOMICS

107—*Introduction to Economics*—3 sem. hrs. I or II

Provides material essential to intelligent citizenship and an understanding of some basic forces underlying the economy. Assures a workable balance between the descriptive, analytical, and the problem approach to economic education.

171—*Principles of Economics*—3 sem. hrs. I or II

Designed to give the student an acquaintance with our economic system and the theory explaining its operation. The course seeks to clarify numerous economic terms in common use as well as describe some of the basic economic institutions and practices.

270—*Transportation*—3 sem. hrs. I

Development of railway, waterway, air, and highway transportation. Considerable attention is given to the major problems growing out of increased traffic and its regulation. Major emphasis on contemporary conditions and problems. Prerequisite Economics 107 or 171.

271—*International Economics*—3 sem. hrs. II

Designed to examine such basic aspects of the international economy as the reasons for trade, the terms of trade, and the adjustments necessary to achieve the highest possible plane of living. Particular emphasis on the tariff issue and the purposes and functions of the international financial institutions now extant. Prerequisite: Economics 107 or 171.

272—*Modern Economic Society*—3 sem. hrs. I

Economic system of the United States with emphasis upon free enterprise, competition, specialization, corporations, credit, government control, business cycles, and international trade and finance. Prerequisite: Twelve semester hours in social science.

273—*Money and Banking*—3 sem. hrs. I

Development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities. Prerequisite: Economics 107 or 171.

274—*Labor Economics and Labor Problems*—3 sem. hrs.

II

Worker and his problems with emphasis on such economic problems and issues as unemployment, hours, wages, collective bargaining, and strikes. Prerequisite: Economics 107 or 171.

275—*History of Economic Thought*—3 sem. hrs.

I

Economic thought and theory from ancient to modern times. Emphasis on those ideas which influenced the economic development of western civilization. Prerequisite: Economics 107 or 171.

375—*Public Finance*—3 sem. hrs.

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

376—*Social Control of Business*—3 sem. hrs.

Development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

HISTORY**123—*History of Civilization and Culture*—3 sem. hrs.**

I or II

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

124—*History of Civilization and Culture*—3 sem. hrs.

I or II

Continuation of History 123. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization.

127—*History of Russia*—2 sem. hrs.

I or II

Rise of the Russian nation, its expansion, the Czarist regime, the Revolution of 1917, Communism, Lenin and Stalin, Russia's foreign relations, Russia in World War II and after.

128—*Modern World Civilizations, 1200 to Present*—4 sem. hrs

I or II

To give an understanding of the forces and events of the leading historical movements from medieval times to the present. Designed for students who do not have a first or comprehensive field in Social Science. Students who have had History 114 or 124 may not take this course for credit.

135—*History of the United States*—3 sem. hrs.

I or II

Colonial and the national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.

136—*History of the United States*—3 sem. hrs.

I or II

Continuation of History 135 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

139—*History of Illinois*—2 sem. hrs.

I or II

Planned especially for rural and elementary teachers who need a basis for the teaching of units in Illinois history.

220—*Ancient History*—3 sem. hrs.

I

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion, and science presented against a political, economic, and social background. Prerequisite: History 128.

223—*Medieval History*—3 sem. hrs.

II

Chronologically, a continuation of Roman History to 1500. The Church, feudalism, the towns, and the medieval background of modern nationalities considered. Prerequisite: History 123.

224—*English History*—3 sem. hrs.

II

Development of the British Constitution, the church, the rise of machine civilization, economic imperialism, party government, extension of the franchise, problems of Empire, remedial legislation, and problems of World Wars I and II. Prerequisite: History 123 or 124 or 128.

225—*Renaissance and Reformation, Europe 1400-1648*—

2 sem. hrs.

I

Two great movements with emphasis on their continued effects on civilization. Prerequisite: History 124 or 128.

226—*Dynastic Rivalries, Europe 1648-1789*—2 sem. hrs.

II

Predominance of France in the Age of Louis XIV; the rise of Russia and Prussia; the world struggles for colonial possessions. Prerequisite: History 124 or 128.

227—*French Revolution, 1789-1815*—2 sem. hrs.

I

Society, culture, and government under the monarchy; destruction of the old order—hierarchical, hereditary, monarchial, and absolutist; rise and fall of Napoleonic France; struggle for world power between France and Great Britain. Prerequisite: History 124 or 128.

228—*Europe in 19th Century, 1815-1914*—2 sem. hrs.

II

Forces that led to World War I. Major topics: nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem, and the great international crises. Prerequisite: History 124 or 128.

229—*Contemporary World History*—3 sem. hrs.

I

Treaties which closed World War I as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, World War II and its aftermath. Prerequisite: History 124 or 128.

231—*Colonial Life and Institutions*—3 sem. hrs.

I

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. Prerequisite: History 135.

232—*History of the American Frontier*—3 sem. hrs.

II

Westward movement and the influence of the frontier on American life and institutions. Prerequisite: History 135.

233—*Expansion and Union*—2 sem. hrs.

I

Life, leaders, and institutions in the middle period of American history. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolution, economic development, and social antagonisms which culminated in the settlements arising out of the Civil War. Prerequisite: History 135.

234—*Building the Nation*—2 sem. hrs.

II

Emergence of the independent United States. Emphasis upon the work of the Constitutional Convention and the establishment of a national government, shaped politically, economically, and socially by the principles and influence of early federalism and of Jeffersonian democracy. Prerequisite: History 135.

235—*History of the South*—3 sem. hrs.

II

Characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. Prerequisite: History 135.

236—*American Industrial History*—3 sem. hrs.

II

Industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. Prerequisite: History 135 or 136.

237—History of American Diplomacy—2 sem. hrs.

I

Reviews the history of the diplomatic activities of American government. A presentation and interpretation of official papers and documents as well as the personalities in American diplomacy. Prerequisite: History 135 or 136.

238—Old Northwest, 1840-1880—2 sem. hrs.

II

States of the Northwest Territory and their neighbors from the Jacksonian Period to the Gilded Age. The people of the region, their attitudes toward national affairs, and their significant contributions to the building of the nation. Attention directed toward problems of modern America. Prerequisite: History 135.

239—United States as a World Power—2 sem. hrs.

I

Emergence of the United States as a great power in world affairs. Problems of isolation, neutrality, relations with the League of Nations, and the peace treaties following World Wars I and II. Emphasis upon world affairs with attention directed toward the participation and leadership of the United States after World War II. Prerequisite: History 136.

243—History of the Far East—3 sem. hrs.

I

Peoples and problems of the Orient with reference to their internal development and the part they play in world politics. Prerequisite: History 123 or 124 or 128.

245—History of the Western Hemisphere—3 sem. hrs.

I or II

For those who wish to enrich their knowledge of the history of the Western Hemisphere, with orientation toward Latin America and Canada. The purpose is to gain an appreciation of the life and cultures of the national groups and to understand the part they play in world affairs. Students who have had History of Latin America 245 may not take this course for credit. Prerequisite: History 123 or 124 or 128.

292—American Life and Institutions—3 sem. hrs.

II

History of the United States from 1865 to the present time. Unit organization, based on life, cultures and special problems of modern America. An evaluation of elementary texts and illustrative materials. For elementary teachers.

295—Representative Historical Personages—3 sem. hrs.

I or II

Personalities selected from the wide scope of history. Emphasis on period placement, character building and lasting influence of the historical characters. For the elementary curriculum—primarily for the middle grades. Prerequisite: History 135 or 136; History 123, 124, or 128.

320—European Background of American History—3 sem. hrs.

European origins of American arts and institutions based on an analysis of the American scene and the tracing of European influences to the sources.

324—Selected Studies in European History—2 sem. hrs.

General field of study covered in the course will vary every semester according to the interests and needs of students and the availability of instructors.

331—Lincoln: the Man and His Times—2 sem. hrs.

Emphasis on the use of biography and collections of Lincoln materials both private and public. Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

333—History of the Mississippi Valley—3 sem. hrs.

Study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

336—Makers of American History—2 sem. hrs.

Interrelationship between men and events graphically and colorfully presented through the study of biographical materials. Individuals or types to be studied selected by members of the class.

337—The United States and the Twentieth Century—2 sem. hrs.

Social, intellectual, political, and economic history of the age of giant industry and international finance, progressive reform and conservative reactions, depression and social experiment, world conflict and the assumption of international responsibilities.

346—Selected Studies in the History of Asia and Africa—2 sem. hrs.

The general field of study covered in this course will vary each semester according to the interests and needs of the students and the availability of instructors.

391—Study and Teaching of History—2 sem. hrs.

Development of the emphasis in content, writing, and organization of materials employed in the study and teaching of history. Attention directed toward the relation of the subject to allied subjects and to its place in the curriculum. Useful to prospective and experienced teachers in the junior and senior high schools and in junior colleges. Prerequisite: Sixteen semester hours in history.

POLITICAL SCIENCE**105—Introduction to Political Science—3 sem. hrs. I or II**

A factual overview for teacher and citizen. Covers such topics as forms of democracy; other contemporary political systems; the constitutional system of the United States at national, state, and local levels. Also examines policy making, party systems, and the United States as a world power. This course may not be used toward a first, comprehensive, or second field in Social Science. It is primarily for freshmen.

150—American National Government—3 sem. hrs. I or II

The relationship between the government and the governed; the structural organization of the government; the processes employed in giving protection to life, liberty, and property; and institutions developed to promote the general welfare.

151—Political Institutions and Practices in Illinois—2 sem. hrs. I or II

Organization and function of local and state government in Illinois. Emphasis on elections, the role of voters, and the duties and responsibilities of officials. Recommended for students who wish to prepare for the special examination on the constitutions. Also recommended for teachers who wish to organize selected units for teaching the constitutions. Not open to students who have had Social Science 255.

252—Municipal Problems and Administration—3 sem. hrs. II

Growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

253—Political Parties—2 sem. hrs. I

American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

254—International Relations—3 sem. hrs. II

Problems of nationalism, imperialism, war, and peace. The growth of international organization is emphasized and the whole material is pointed to the future.

255—State and Local Government—3 sem. hrs. I or II

Structure and functioning of state and local governments (counties, townships, and special districts); federal-state, interstate, and state-local relationships and problems. Not open to students who have had Social Science 151.

256—History of Political Thought—3 sem. hrs. II

Designed to acquaint the student with the main trends in the development of Western political philosophy, emphasizing our indebtedness to the great thinkers of the past and present, and discussing their ideas in terms of their significance to us today. Prerequisite: 105 or 150.

257—Public Administration—3 sem. hrs. I

Scope, organization and functioning of public administration; administrative behavior and techniques; personnel selection and processes; budgeting; the role of the administrator in politics; evolution and control of administration. Prerequisite: 105 or 150.

356—Constitution of the United States—3 sem. hrs.

Constitution of the United States and its amendments examined as a living document. Structure and fundamentals of American government, significant constitutional principles and trends. Designed to give the prospective teacher the knowledge necessary to teach and vitalize courses in civics and citizenship.

357—Comparative Government—2 sem. hrs.

To broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

SOCIOLOGY AND ANTHROPOLOGY**106—Introduction to Sociology—3 sem. hrs.**

I or II

An introduction, primarily for general education, presenting a description and factual overview of man, society, culture, folkways, population, social groups, communities, institutions, social change and selected social problems. This course may not be used toward a first, comprehensive, or second field in Social Science. It is primarily for freshmen.

166—Principles of Sociology—3 sem. hrs.

I or II

Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their accompanying problems, examined; the importance and methods of social control emphasized.

181—General Anthropology—3 sem. hrs.

I or II

An introduction to the fields of anthropology—physical and cultural—providing the student with an opportunity to acquire a mature understanding of the nature of man and his behavior in the societies of the world. Attention is centered on such topics as human evolution, modern races and racism, archeology, the concept of culture, culture-personality relationships, culture change, language in relation to behavior, the application of anthropology to "practical" concern, especially to the field of education.

261—The Community—3 sem. hrs.

I

Structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

262—The Family—3 sem. hrs.

II

Family in its institutional and historical setting; changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.

263—Social Pathology—2 sem. hrs.

I

Problems of personal maladjustment, pathological behavior, the influences of community disorganization, and other results arising from mechanization and urban life.

264—Minority Peoples—2 sem. hrs.

II

Population and immigration, race relations, and the problems arising from the fusion of cultures.

265—Surveys and Fieldwork—1 to 6 sem. hrs.

Throughout the year

For advanced students who have had one or more courses in sociology, preferably Social Science 261 or 263. Opportunities are given for making contacts, under supervision, with the social institutions of the community. Admission by consent of the instructor.

267—Population—2 sem. hrs.

I

An analysis of the factors affecting population changes; migration, birth rates, death rates; theories and policies of population numbers and quality; significance of population size, growth, and decline for education, industry, government, and other institutions.

268—*Sociology of Religion*—2 sem. hrs.

II

Analysis of religious behavior in our own and other societies as an aspect of group behavior common to all societies; consideration of nature, functions, scope, origins of religion; impact of religion on the individual, society, and culture; impact of social forces on religion.

***358—*Public Opinion and Propaganda*—3 sem. hrs.**

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

363—*Child Welfare Services*—3 sem. hrs.

Examination of policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements.

366—*Contemporary Social Movements*—2 sem. hrs.

Analysis of social unrest as indicative of social disorganization; patterns of collective behavior; structure and functions of social movements. An examination of various types of social movements—religious, political, revolutionary, youth, agrarian, and reform. Analysis of morale, strategy, types of leaders and control mechanisms.

367—*Criminology*—2 sem. hrs.

Intensive study of the causes of crime and delinquency, together with the recognition, detection, and prevention of criminal acts. Attention given to roles to be assumed by contemporary institutions in preventing crime; also to the evolution of penology and current practices in penal care.

368—*Regionalism in the United States*—2 sem. hrs.

Cultural aspects of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music, and drama. An examination of the population, institutions, folkways, and personality traits in specific areas. Attention given to the region in the formulation of the curriculum.

381—*Cultural Anthropology*—2 sem. hrs.

Examination of family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples as a background for curricular materials in the elementary school.

SPANISH

Students having only one year of high school Spanish begin with 111; those with two years begin with 115.

Credit is not given for Spanish 111 unless Spanish 112 is completed.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Spanish: 111, 112, 113, 115, 116.

FIRST FIELD REQUIREMENTS IN SPANISH

Courses in Spanish must total 30 to 32 semester hours, depending on whether high school Spanish is accepted in lieu of Spanish 111 and 112. The following specific courses are required: 111, 112, 115, 116.

* May be used as Political Science or Sociology.

SECOND FIELD REQUIREMENTS IN SPANISH

Courses in Spanish must total 22 to 24 semester hours, depending on whether high school Spanish is accepted in lieu of Spanish 111 and 112. The following specific courses are required: 111, 112, 115, 116.

COURSES IN SPANISH

111 and 112—*First-Year Spanish*—Each 4 sem. hrs. I and II
 Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material.

113—*First-Year Spanish*—8 sem. hrs. Summer only
 Intensive beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks. Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

114—*Composition and Conversation*—3 sem. hrs. Summer only
 Practical exercises aimed at developing the ability to speak Spanish. Prerequisite: Spanish 112 or two years of high school Spanish.

115 and 116—*Second-Year Spanish*—Each 4 sem. hrs. I and II
 Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition. Prerequisite: Spanish 112, or 113, or two years of high school Spanish.

203—*Spanish for the Elementary School*—8 sem. hrs. Summer only
 Intensive course, requiring the full time of the student for eight weeks. Special emphasis on pronunciation and intonation; the oral approach to Spanish; conversational patterns; songs, rhymes, and games; basic principles of modern language teaching in the elementary school; planning the work in Spanish. Prerequisite: Spanish 112 or 113, or two years of high-school Spanish.

211 and 212—*Modern Spanish Novel*—Each 2 sem. hrs. I and II
 Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

215 and 216—*Modern Spanish Drama*—Each 2 sem. hrs. I and II
 Representative works of the outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

217—*Civilización española*—1 sem. hr. I
 Life, customs, and institutions of the Spanish people as background material for the teacher of Spanish. Prerequisite: Spanish 116.

218—*Civilización hispanoamericana*—1 sem. hr. II
 Present-day cultural background of Spanish-speaking countries in the Americas. Prerequisite: Spanish 116.

221—*Survey of Spanish Literature*—3 sem. hrs. I
 Spanish literature from the *Poema de mio Cid* to the present with special emphasis on the *Siglo de oro*. Class and individual reading to supplement and round out previous work in Spanish literature. Prerequisite: Spanish 116.

222—*Survey of Spanish-American Literature*—3 sem. hrs. II
 Introduction to the works of Spanish-American authors with emphasis on the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

231—Advanced Compositon and Conversation—3 sem. hrs. I
Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar. Prerequisite: Spanish 116.

232—Spanish Drama of the SIGLO DE ORO—3 sem. hrs. II
Class and collateral reading of selected plays from the great dramatists of Spain's *Golden Age*. Prerequisite: Spanish 215 or 216.

301—Spanish-American Literature—3 sem. hrs. Summer only
History of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools.

SPEECH

Students electing a first or second field in Speech are excused from Speech 110.

GENERAL EDUCATION COURSES

For group I, students should choose Speech 110. To meet requirements for group V, students may choose from the following courses in Speech: 123, 130, 141, 160, 202, 221, 224, 233.

FIRST FIELD REQUIREMENTS IN SPEECH

Courses in Speech must total 34 semester hours. The following specific courses are required: 111, 121, 123, 125, 131, 132, 141, 215, 270.

SECOND FIELD REQUIREMENTS IN SPEECH

Courses in Speech must total 24 semester hours. The following specific courses are required: 111, 121, 123, 125 or 132, 141, 215, 270.

SECOND FIELD REQUIREMENTS IN SPEECH RE-EDUCATION

Students taking a first field in Speech may elect this to become certified as Speech Correctionists. The following specific courses are required: Biological Science 145, 146; Psychology 227, 229, 234; Speech 211, 218, 219, 250, 251, 256, 271, 272. Student Teaching must be Education 215, working in the Speech clinic. Two hundred clock hours of clinical work are required. These are ordinarily completed in Education 215.

COURSES IN SPEECH

110—Fundamentals of Speech—3 sem. hrs. I or II
Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones. Students who have had Speech 121 may not take this course for credit. Prerequisite: English 101 or 110. Students exempt from English 101 or 110 by examination are eligible to take this course.

111— <i>Voice and Diction</i> —3 sem. hrs.	I or II
Voice, speech sounds, and acceptable spoken language; practice in the use of acceptable spoken language.	
121— <i>Public Speaking</i> —3 sem. hrs.	I or II
Training in the selection and organization of materials for speeches, in the skillful use of language, and in the giving of informative, emotionally stimulating, persuasive, and entertaining speeches. Students who have had Speech 110 may not take this course for credit. Prerequisite or concurrent enrollment: Speech 111.	
123— <i>Discussion</i> —2 sem. hrs.	I or II
Working principles and methods of discussion, projects in reflective thinking in various kinds of discussion situations.	
125— <i>Argumentation and Debate</i> —3 sem. hrs.	I
Application of the principles of argumentation and debate.	
130— <i>Introduction to the Theater</i> —3 sem. hrs.	I or II
A study of the contemporary theater, the arts which it involves, and the background from which it developed.	
131— <i>Dramatic Production</i> —3 sem. hrs.	I
Technical production in the school theatre. Theory and practice in: design, construction, and painting of scenery; stage lighting; stage costuming; makeup; organization of production crews and committees.	
132— <i>Dramatic Production</i> —3 sem. hrs.	II
Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.	
141— <i>Oral Interpretation of Literature</i> —3 sem. hrs.	I or II
Fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. Prerequisite: Sophomore standing and Speech 110 or 111.	
160— <i>Introduction to Radio Broadcasting</i> —2 sem. hrs.	II
Survey of broadcasting methods; practice in the production of various types of radio programs. Consideration of the use of the radio in the classroom. Prerequisite: Sophomore standing, Speech 110 or 111 and 121.	
202— <i>Extempore Speaking</i> —2 sem. hrs.	I or II
Applied course in expository and persuasive speaking, intended for the student for whom Speech 110 has provided insufficient speaking skill. Students who have had Speech 221 may not take this course for credit. Prerequisite: Speech 110.	
211— <i>Phonetics</i> —3 sem. hrs.	I
Production and representation of English (American) speech sounds with emphasis toward speech re-education.	
212— <i>Speech Re-education</i> —3 sem. hrs.	I or II
Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For teachers in elementary education. Prerequisite: Speech 110.	
215— <i>Speech Re-education</i> —3 sem. hrs.	I or II
Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For students with a teaching field in Speech and for students in the Special Education curriculum in Speech Re-education. Prerequisite: Speech 111.	

217— <i>Speech Clinic</i> —1 to 6 sem. hrs.	I or II
Diagnostic tests and methods of speech re-education applied to those enrolled in the Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. Prerequisite: Speech 212 or 215.	
218— <i>Clinical Procedures in Speech Correction</i> —3 sem. hrs.	I
An introduction to clinical practices. Prerequisite: Speech 212 or 215.	
219— <i>Speech Pathology</i> —5 sem. hrs.	II
Defective speech arising from pathological conditions: Stuttering and allied disorders; methods of re-education. Prerequisite: Speech 212 or 215.	
221— <i>Advanced Public Speaking</i> —2 sem. hrs.	II
Analysis of a group of contemporary speeches. Students prepare several extempore speeches of considerable length. Students who have had Speech 202 may not take this course for credit. Prerequisite: Speech 110 or 121.	
223— <i>Advanced Discussion</i> —2 sem. hrs.	II
Advanced study and application of the methods and principles of discussion through core group panels, on-campus forums, radio panels, etc. Prerequisite: Discussion 123.	
224— <i>Persuasion</i> —2 sem. hrs.	II
Study and practice in the art of influencing the beliefs and behavior of men through speech. Emphasis on the Aristotelian areas of persuasion—logical, personal, and emotional—and the audience in the speech situation. Prerequisite: Speech 110 or 121.	
227— <i>Speech Composition</i> —3 sem. hrs.	I
Rhetorical and psychological principles are applied in the preparation and delivery of a few speeches. Present-day situations which require written addresses are considered.	
231— <i>Design in the Theatre</i> —2 sem. hrs.	II
Problems in scenic design, stage costuming, make-up, and lighting. Prerequisite: Speech 131.	
232— <i>Children's Drama</i> —3 sem. hrs.	I
Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through junior high school; study of aims and methods of production in the Children's Theatre with participation in the preparation of one play with children.	
233— <i>Modern Drama</i> —3 sem. hrs.	II
A study in trends in dramatic literature and theatrical production from Ibsen to the present day. Reading reports and discussion of the plays of the leading dramatists of Europe, Great Britain, and America. Alternates with Speech 235.	
235— <i>History of the Theatre</i> —3 sem. hrs.	II
A background for the study and production of plays including the reading of great plays of different historical periods, a study of the manner in which they were produced, and their relation to the cultural life of the time. Prerequisite: Dramatic Production 132.	
237— <i>Advanced Acting and Directing</i> —2 sem. hrs.	I
Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, eighteenth century, melodrama, fantasy, and expressionism. Alternates with Speech 241. Prerequisite: Speech 131 and 132.	
239— <i>Dramatic Workshop</i> —3 sem. hrs.	Summer only
Designed for teachers not having a teaching field in Speech who wish to prepare for directing high school plays. Selection of plays, directing techniques, crew organization, and basic production techniques. Participation in the production of one-act or longer plays.	

241—Advanced Problems of Interpretation—2 sem. hrs.

I

Repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; various theories of interpretation. Alternates with Speech 237. Prerequisite: Speech 141.

242—Experiencing Books Through Speech Activities—3 sem. hrs. II

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. Prerequisite: Speech 110 and English or Library 271 or 272. This course is also offered as Library 242.

243—Oral Reading—3 sem. hrs. Summer only

Improving the teacher's oral reading; principles for teaching oral reading.

250—Audiometry and Hearing Aid Selection—2 sem. hrs. I

Use of equipment for determining hearing loss; the interpretation of test results; hearing aid selection procedures. An additional class hour is scheduled for laboratory practice.

251—Speech Reading and Auditory Training—2 sem. hrs. I or II

Survey of the methods of teaching speech reading and auditory training. Observation of class procedures and some practice.

252—Clinical Practice: Speech Reading and Auditory Training—

2 sem. hrs. I or II

Practice in teaching speech reading and auditory training with hard-of-hearing and deaf children. Preparation of instructional materials. Prerequisite: Speech 251.

255—Pathology of Hearing—2 sem. hrs. I

Causes of hearing loss, partial and complete; types of hearing loss and their effect on the acquisition and retention of speech. Prerequisite: Speech 272.

256—Conservation of Hearing—2 sem. hrs. II

Hygiene of the hearing apparatus. Causes of hearing loss, partial and complete. Types of hearing loss and their effect on the acquisition and retention of speech.

259—Testing and Conservation of Hearing—3 sem. hrs. Summer only

Use of equipment for determining hearing loss; the interpretation of test results; giving hearing tests. Hygiene of hearing apparatus; methods of stimulating the use of residual hearing; the use of individual and group hearing aids. Students who have had Speech 250 or 256 may not take this course for credit.

261—Radio Workshop—3 sem. hrs. I

Projects in script and continuity writing; announcing; acting and directing. Emphasis is placed upon the production and use of the radio for educational purposes.

270—Psychology of Speech—2 sem. hrs. II

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects, the speech personality, and the nature of various kinds of audiences. Prerequisite: Ten semester hours in speech.

271—Speech Science—2 sem. hrs. II

Principles of physics involved in the production and reception of spoken language.

272—Anatomy and Physiology of Hearing and of Speech—2 sem. hrs. II

Anatomy and physiology of the ear and organs of speech beginning with their embryological development; dissection displays, models, slides. Prerequisite: Biological Science 145 and 146.

280—The Teaching of Speech in the Elementary School—

3 sem. hrs. I or II

Designed to help teachers in the elementary school to a better understanding of the development of speech in children and of the more simple physical, psychological, and social problems of

speech that may arise on the elementary-school level. Discussion and observation of classroom activities that may be utilized for the exercising and improvement of speech skills. Prerequisite: Speech 110 or concurrent registration.

281—*Problems in Speech Education in the Secondary School*—

3 sem. hrs.

Summer only

Designed for secondary-school teachers. Includes an analysis of the speech needs of high-school students, the methods of meeting these needs in the classroom and in extraclass activities, the building of a course of study, classroom projects, and textbook analysis. Students who have had Speech 230 (formerly Teaching of Speech) or Student Teaching including Special Methods in Speech may not take this course for credit.

311—*Advanced Phonetics*—3 sem. hrs.

Review of the production and representation of speech sounds; a study of the methods and devices used in teaching speech sounds to those with defective speech. Prerequisite: Previous study of phonetics.

316—*Speech Pathology*—3 sem. hrs.

Etiology of defective speech arising from neurological and structural pathologic conditions and methods of therapy used to remedy such deviations. Prerequisite: Speech 212 or 215 and previous study of phonetics.

318—*Stuttering*—3 sem. hrs.

Study of the research relating to stuttering and of the methods of examination, diagnosis, and remedial procedures. Prerequisite: Speech 212 or 215.

323—*Discussion Technique*—2 sem. hrs.

Investigation and experimentation in the democratic method of solving problems.

324—*Persuasion and Social Control*—2 sem. hrs.

Study of and practice in persuasive speech; its use in social control.

325—*Advanced Argumentation and Debate*—2 sem. hrs.

Advanced study in argumentation and debate. Prerequisite: Speech 125.

326—*Survey of Classical Rhetoric*—3 sem. hrs.

Ancient rhetoricians from Corax to Quintillian, with special emphasis upon the works of Aristotle and Cicero. Prerequisite: Speech 227.

327—*Rhetorical Criticism*—3 sem. hrs.

Critical consideration of rhetorical and psychological principles involved in meeting speech situations. Prerequisite: Speech 227.

328—*British and American Public Address*—3 sem. hrs.

Study of outstanding speakers of Great Britain and the United States from the beginning of the 18th Century to the present and the main issues which motivated them. Prerequisite: Speech 227.

352—*Aural Rehabilitation*—3 sem. hrs.

Evaluations of limitations in oral communication imposed by hearing losses; training and counseling procedures, theory and practice.

370—*Psychology of Speech*—2 sem. hrs.

Acquisition of speech, its function in the development of an integrated personality, its function in communication.

371—*Experimental Phonetics*—2 sem. hrs.

Laboratory course in the study of phenomena prevailing in and accompanying the production of spoken language.

381—*Teaching of Speech in the Secondary School*—2 sem. hrs.
Present trends in the teaching of speech and an evaluation of current teaching materials.

* WORKSHOPS

193—*Art, Education, English, Geography, Health and Physical Education, Mathematics, Music, and Social Science Workshops*—
1-6 sem. hrs.

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

During the three-weeks session, the eight-weeks session, and the regular school year, residence and extension workshop opportunities are provided by various departments of the University. The departments participating will vary from semester to semester in order to enrich opportunities. The offerings will also depend upon student needs and available staff. Participants may prepare study programs, worksheets, units, reading lists, tests, manuscripts for teacher or student use, as well as classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips and experiments may be organized. Rural and town school programs in the various subject areas may receive emphasis. Participants will select their own problems for investigation. Members with similar interests probably will work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and staff. The amount of credit to be earned and the department in which work is to be done must be determined at the time of registration. Prerequisite: Teaching experience and possible departmental requirements in terms of work to be done.

293—*Art, Education, English, Geography, Health and Physical Education, Mathematics, Music, and Social Science Workshops*—
1-6 sem. hrs.

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

* Six semester hours of workshop credit is the maximum which may be applied toward graduation. For information concerning the Health Education Center see Biological Science 193 and 293.

Summary of Attendance 1958-1959

UNIVERSITY STUDENTS ON CAMPUS

SEPTEMBER, 1958—JUNE, 1959

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshmen	577	814	1391
Sophomores	286	439	725
Juniors	266	381	647
Seniors	303	391	694
Unclassified (Undergraduates)	25	60	85
Special (Undergraduates)	9	52	61
Graduates	225	120	345
Total (exclusive of duplicates)	1691	2257	3948

SUMMER SESSIONS, 1958

Freshmen	61	100	161
Sophomores	55	138	193
Juniors	123	284	407
Seniors	218	341	559
Unclassified (Undergraduates)	76	298	374
Special (Undergraduates)	76	40	116
Graduates	339	194	533
Total (exclusive of duplicates)	948	1395	2343

JUNE, 1958—JUNE, 1959

University students in attendance for Calendar Year (exclusive of duplicates)	2189	3119	5308
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UNIVERSITY STUDENTS IN EXTENSION CLASSES

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Summer, 1958 (exclusive of duplicates)	23	583	606
September, 1958—June, 1959 (exclusive of duplicates)	128	986	1114
June, 1958—June, 1959 (exclusive of duplicates)	146	1418	1564

PUPILS IN LABORATORY SCHOOLS

JUNE, 1958—JUNE, 1959

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Metcalf Elementary School.....	601	525	1126
University High School.....	368	280	648
Total.....	969	805	1774

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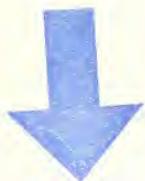
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